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ABSTRACT

This handbook provides background information and practical suggestions for home economics cooperative education teacher-coordinators in Texas. It is intended for teacher-coordinators using the six courses of study in occupational home economics prepared by the same agency. Addressed to the teacher-coordinator in a narrative format, the handbook contains 23 chapters covering the following topics: vocational home economics occupational education; approved occupations home economics cooperative education; credits and prerequisites; teacher qualifications; the teacher-coordinator; determining the need for home economics cooperative education; operating funds; classroom facilities, equipment, and supplies; filing system; advisory council; student selection; training station; placement of students; reports; permanent record and follow-up report; training plans; class instruction; instructional materials; coordination activities; publicity; Future Homemakers of America/Home Economics Related Occupations; end-of-year activities; and check sheet for home economics cooperative education. Sample forms and blank forms for teacher-coordinator use are included in the handbook. (KC)

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HANDBOOK
FOR
HOME ECONOMICS COOPERATIVE EDUCATION
TEACHER-COORDINATORS

Materials Developed and Distributed by:

Home Economics Instructional Materials Center
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Box 4067
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FOREWORD

The Home Economics Instructional Materials Center is a cooperative project between Vocational Home Economics Education, Texas Education Agency, Austin, Texas, and the College of Home Economics, Texas Tech University, Lubbock, Texas. The Center is supported by the Department of Occupational Education and Technology, Texas Education Agency, under Subpart 3, Program Improvement, of Public Law 94-482. The Research Coordinating Unit, Texas Education Agency, has the responsibility for coordinating all program improvement activities.

The vocational home economics education staff at Texas Education Agency establishes priorities for instructional materials development based on statewide needs assessment. Home economics teachers across the state, teacher educators, subject matter specialists, and advisory councils of business and industry representatives provide input and validation during the development of each publication. The Center staff develops and distributes the instructional materials.

Instructional materials are developed at the Center to assist teachers in Consumer and Homemaking Education, Home Economics Cooperative Education, Home Economics Pre-Employment Laboratory Education, Home Economics Coordinated Vocational-Academic Education, and Home Economics Vocational Education for the Handicapped. Home Economics Cooperative Education is a method of instruction which helps students prepare for the world of work or for advanced education. Many HECE students continue their educations either in technical schools or in colleges; whereas others become full-time employees upon graduation.

The various subject matter areas of home economics are relevant to a variety of occupations. There is a need in many occupations for employees who have had some training in these areas, but not necessarily for persons with a college degree or even college credit. The need for employees in care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; institutional and home management and supportive services; and other occupations related to home economics is apparent. The purpose of the wage earning courses is not only to give high school students experience in a job, but also to help them advance more rapidly and perform more efficiently while on the job.

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TERMS RELATED TO HOME ECONOMICS COOPERATIVE EDUCATION

Advisory council – a group of managers and training sponsors representing business and industry, school administrators, and other persons who serve in an advisory capacity

Certificate of Completion – written recognition granted to HECE students upon satisfactory completion of requirements of the course of instruction

Combination unit – full-day teaching assignment in HECE and consumer and homemaking education

Competency Profile Folder – form for recording student's achievement of competencies in an occupational area

Completer – a student who meets a vocational occupational objective by finishing a planned course or sequence of courses designed to provide entry-level job skills

Completer/Leaver follow-up – records which must be completed by the school district for each student who finished or left an occupational program during the prior year

Coordination activities – functions the teacher-coordinator performs to integrate various aspects of HECE

Course of study – self-instructional materials in one occupational program area

Dictionary of Occupational Titles (DOT) – Comprehensive, up-to-date occupational information on job duties and requirements in the United States published by the Department of Labor

DOT Codes and Occupational Titles – See pp. 5-8.

Employer – person employing an HECE student

Employer follow-up – records which must be completed by the school district for each employer who employed an occupational education student during the prior year

FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) – youth leadership organization for students enrolled in vocational home economics

Full unit – full-day teaching assignment in HECE

Group instruction – instruction orienting all students to the world of work

Half-unit – half-day teaching assignment in HECE

Home Economics Cooperative Education (HECE) – occupational education which provides classroom instruction and on-the-job work experience in home economics occupations

HECE Occupations – list of approved occupations for Home Economics Cooperative Education as identified in *A Classification of Instructional Programs,* National Center for Education Statistics

Individualized instruction – instruction related to the occupational program area in which the student is employed

Instructional method – educational delivery system, such as Home Economics Cooperative Education

Leaver – a student who enrolls in and attends a course of vocational education but leaves the course or institution without completing the course

Objectives – the expected measurable behavior that should result from successful completion of designated learning experiences

Occupational education – training for employment

Occupational objective – student's career goal

Occupational program – employment areas related to subject areas of home economics

On-the-job training – instruction given to an employed worker by the employer during work hours

Permanent record – process for maintaining information on students for evaluation

Program – occupational area of study of the student

Social Security number – individual government identification number required for employment

Student learner – a student in cooperative education who is legally employed as a part-time worker and so classified by the Wage and Hour and Public Contracts Division of the U.S. Department of Labor for wage and hour regulation purposes

Student Learner Certificate – U.S. Department of Labor certificate which allows vocational cooperative education students to work for a nine-month period at 75 percent of the minimum wage in places of employment subject to wage-hour regulations

Tasks – competencies related to an occupational program area

Teacher-coordinator – person who directs classroom instruction and coordinates activities of HECE

Training plan – written agreement between the employer, the school, and the student, which identifies the tasks, work experiences, and study assignments planned for the student

Training plan originals – reproducible printed training plans for each occupational objective related to Home Economics Cooperative Education

Training sponsor – person supervising an HECE student on the job

Training station – establishment which employs an HECE student and provides supervised training in accordance with a written training plan

USDE Codes and Home Economics Areas – United States Department of Education code numbers which designate the subject areas of home economics are as follows:

09.0201 Care and Guidance of Children
09.0202 Clothing Management, Production, and Services
09.0203 Food Management, Production, and Services
09.0204 Home Furnishings, Equipment, and Supplies
09.0205 Institutional and Home Management and Supportive Services
09.0299 Other

Vocational Education Data System (VEDS) – series of forms used to collect information about vocational education

Wage and Hour Report – a classroom form for recording hours worked and wages received by the student for each day and week of the school year

CHAPTER I

VOCATIONAL HOME ECONOMICS OCCUPATIONAL EDUCATION

Training for gainful employment in Vocational Home Economics Education prepares students for employment in occupations requiring knowledge and skills in one or more home economics subject areas, including care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; institutional and home management and supportive services; and others. Provisions were made for this training in the Vocational Education Act of 1963. This act authorized funds for the expansion of Vocational Home Economics Education to include preparation of persons for employment in occupations related to home economics. Acts prior to 1963 authorized funds only for preparation of persons for the occupation of homemaking.

Occupational education may be provided through the cooperative efforts of the school and business/industry or in a pre-employment laboratory. *Home Economics Cooperative Education* (HECE) combines daily classroom instruction with a minimum of fifteen hours per week on-the-job training. *Pre-Employment Laboratory Education* (PELE) provides technical instruction and practical experience in the classroom for two consecutive hours daily. For pre-employment courses, laboratories simulating the occupational area being taught provide work experiences for the student. *Coordinated Vocational-Academic Education* (CVAE) is laboratory training designed for students with special learning needs. It is offered at either the junior or senior high school level. *Home Economics Vocational Education for the Handicapped* (VEH) is laboratory training designed for students with exceptional handicaps who cannot succeed in other instructional settings. Only students eligible for special education are eligible for Home Economics Vocational Education for the Handicapped. VEH is offered in the middle school, junior high school, or senior high school. It is the most restrictive vocational environment for a handicapped student.

Home Economics Cooperative Education (HECE) coordinates classroom instruction with employment experiences. It enables the student to have both paid work experiences and school credit. Training is based on an agreement developed by the employer, the teacher-coordinator, and the student. Students learn to work in a job setting with adult employees in the field. This enables the student to learn desirable attitudes and acceptable behavior. Inability to work effectively with others is a primary cause of job termination. Students learn to accept responsibility for completing assigned tasks under realistic time pressure. The student may be exposed to equipment and techniques which could not be realistically provided in the school setting. The success of HECE is largely due to these cooperative efforts between the school and the business and industrial community.

CHAPTER II

APPROVED OCCUPATIONS FOR HOME ECONOMICS COOPERATIVE EDUCATION

An occupation approved for Home Economics Cooperative Education must (1) be classified as an occupation requiring knowledge and skills in one or more of the following home economics programs: care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; institutional and home management and supportive services; and others; and (2) provide a minimum of 160 hours of classroom instruction and 525 hours of supervised on-the-job training and work experience per school year.

The occupational areas in which training is provided are listed on the following pages by USDE Code, Home Economics Program, DOT Code, DOT Occupational Title, and occupational objective:

HOME ECONOMICS COOPERATIVE EDUCATION OCCUPATIONS – 1981

USDE Code	*Home Economics Program*	*DOT Code*	*DOT Occupational Title*	*Occupational Objective*
09.0201	Care and Guidance of Children	092.137-010	Worker, Child Development Center	Home Economics Careers in Child Care
		092.277-018	Assistant Teacher, Preschool	
		099.327-010	Teacher Aide, Primary School	
		301.677-010	Child Monitor	
		355.674-010	Child-Care Attendant, School	
		359.677-010	Attendant, Children's Institution	
		359.677-018	Nursery School Attendant	
		359.677-026	Playroom Attendant	
09.0202	Clothing Management, Production, and Services	185.157-010	Fashion Coordinator	Home Economics Careers in Apparel and Accessories
		261.357-070	Fabric Coordinator	
		295.357-010	Apparel-Rental Clerk	
		297.667-014	Model	
		299.357-018	Wedding Consultant	
		781.687-010	Assembler	Home Economics Careers in Clothing Production and Services
		781.687-022	Cutter Helper	
		781.687-070	Trimmer, Hand	
		785.261-010	Alteration Tailor	
		785.261-014	Custom Tailor	
		785.361-010	Dressmaker	
		785.361-014	Garment Fitter	
		785.361-022	Shop Tailor	
		787.682-046	Sewing Machine Operator	
		297.354-010	Demonstrator	Home Economics Careers in Demonstrating
09.0203	Food Management, Production, and Services	187.167-106	Manager, Food Service	Home Economics Careers in Food Service
		199.251-010	Tester, Food Products	
		245.587-010	Diet Clerk	
		310.137-010	Host/Hostess, Restaurant	
		311.137-022	Waiter/Waitress, Head	

USDE Code	*Home Economics Program*	*DOT Code*	*DOT Occupational Title*	*Occupational Objective*
		311.477-014	Counter Attendant	
		311.477-026	Waiter/Waitress, Formal	
		311.477-030	Waiter/Waitress, Informal	
		311.677-014	Counter Attendant, Cafeteria	
		311.677-018	Dining Room Attendant	
		313.131-014	Chef	
		313.361-014	Cook	
		313.361-018	Cook Apprentice	
		313.361-022	Cook, Short Order I	
		313.361-026	Cook, Specialty	
		313.381-030	Cook, School Cafeteria	
		313.671-010	Cook, Short Order II	
		313.684-010	Baker Helper	
		317.687-010	Cook Helper	
		318.687-010	Kitchen Helper	
		319.137-010	Food Service Supervisor	
		319.467-010	Food Order Expediter	
		319.677-010	Caterer Helper	
		355.677-010	Dietary Aide	
		355.677-010	Food Service Worker, Hospital	
		524.381-010	Cake Decorator	
		526.381-010	Baker	
		526.381-014	Baker Apprentice	
		526.684-010	Doughnut Maker	
		297.354-010	Demonstrator	Home Economics Careers in Demonstrating
09.0204	Home Furnishings, Equipment, and Supplies	142.051-014	Interior Designer Aide	Home Economics Careers in Home Furnishings
		229.687-010	Sample Checker	
		270.357-030	Home Furnishings Aide	
		299.357-018	Wedding Consultant	
		299.364-010	Drapery and Upholstery Measurer	
		299.387-010	Drapery and Upholstery Estimator	
		780.682-014	Slip-Cover Sewer	

USDE Code	*Home Economics Program*	*DOT Code*	*DOT Occupational Title*	*Occupational Objective*
		781.684-030	Drapery-Head Former	
		781.684-034	Lay-out Machine Operator	
		787.682-018	Drapery Operator	
		787.682-026	Hemmer	
		787.682-034	Overedge Sewer	
		787.682-066	Sewing-Machine Operator (Home Furnishings)	
		787.685-026	Pleater	
		142.081-010	Floral Designer	Home Economics Careers in Floristry
		297.354-010	Demonstrator	Home Economics Careers in Demonstrating
		297.357-010	Demonstrator, Electric/Gas Appliances	
09.0205	Institutional and Home Management and Supportive Services	187.167-046	Executive Housekeeper Assistant	Home Economics Careers in Institutional and Home Management
		222.387-030	Linen Room Attendant	
		301.137-010	Housekeeper, Home	
		301.474-010	House Worker, General	
		301.687-014	Day Worker	
		302.685-010	Laundry Worker, Domestic	
		321.137-010	Housekeeper (Hotels and Institutions)	
		323.687-010	Cleaner, Hospital	
		323.687-014	Cleaner, Housekeeping (Hotel, Motel, Restaurant, Beauty Shop, Commercial Buildings, Churches, etc.)	
		329.467-010	Attendant, Lodging Facilities	
		361.685-018	Laundry Worker II	
		361.687-018	Laundry Laborer	
		369.677.010	Self-Service-Laundry-and-Dry-Cleaning Attendant	
		381.687-014	Cleaner, Commercial or Institutional	

USDE Code	*Home Economics Program*	*DOT Code*	*DOT Occupational Title*	*Occupational Objective*
		309.574-014	Personal Attendant	Home Economics Careers in Personal Services
		309.677-010	Companion	
		354.377-014	Home Attendant	
09.0299	Other	195.227-014	Recreational Leader	Home Economics Careers in Recreation and Physical Fitness
		359.567-010	Reducing Salon Attendant	
		297.354-010	Demonstrator	Home Economics Careers in Demonstrating

CHAPTER III

CREDITS AND PREREQUISITES

For the first year in Home Economics Cooperative Education, a student must be enrolled for two consecutive semesters. Students may earn *3 units* upon satisfactory completion of 160 hours of classroom instruction and 525 hours of supervised work experience. Students may earn *6 units* if they are enrolled for two years. Credit may be granted to second-year students for one or two semesters, depending on the date of graduation. The local school district may elect to award more, but not less, credits than those stated above. Students completing Home Economics Cooperative Education should receive the same number of credits as students completing other cooperative education courses.

No Consumer and Homemaking Education course prerequisites are required for enrollment in Home Economics Cooperative Education. However, skills learned in Consumer and Homemaking Education often contribute to success in occupational training. For example, a student possessing sewing skills would be more likely to succeed as an alterationist than one without these skills. Skills learned in Pre-Employment Laboratory Education, Coordinated Vocational-Academic Education, and Vocational Education for the Handicapped classes are directly related to occupational objectives available in Home Economics Cooperative Education.

CHAPTER IV

TEACHER QUALIFICATIONS

Qualifications required for a Home Economics Cooperative Education Teacher-Coordinator are as follows:

1. A valid Texas vocational homemaking teacher's certificate.
2. Completion of a one-week Texas Education Agency sponsored workshop for Home Economics Cooperative Education teachers.

CHAPTER V

THE TEACHER-COORDINATOR

The teacher-coordinator is employed by the local public school to supervise and coordinate the classroom instruction and the work experiences of Home Economics Cooperative Education students. The teacher's duties are to promote interest in HECE, work with an advisory council, work with employers and training sponsors, place students in employment according to their interests and qualifications, develop and organize instructional materials, provide individualized and group instruction, coordinate school study and work experiences of students, sponsor an FHA/HERO youth leadership organization, represent the school on special occasions related to vocational education, prepare reports, and keep follow-up records on students. An important area of responsibility is maintaining knowledge of employment opportunities and trends in the community and area. A cooperative relationship with guidance personnel and good personal relationships with other faculty members are also important. A positive attitude toward teaching; an alertness to possible training stations; an ability to communicate with students, faculty, administration, and community members; and a willingness to accept responsibility for the follow-up of students are essential qualities.

CHAPTER VI

DETERMINING THE NEED FOR HOME ECONOMICS COOPERATIVE EDUCATION

Factors to be considered when determining the need for Home Economics Cooperative Education in a community include:

1. Needs of students for occupational education
2. Need of school to include occupational education in curriculum
3. Need of the community for trained personnel
4. Opportunities for employment in home economics occupations
5. Availability of training stations in home economics occupations
6. Willingness of community to participate and cooperate in the educational program
7. Skill level of performance necessary for the home economics jobs available
8. Training presently available.

Regardless of community size, Home Economics Cooperative Education is a curriculum offering which can provide needed training for students. Employment opportunities in home economics occupations are available in most communities. Even very small communities have employment opportunities within the school system: a child care aide in a kindergarten or early childhood program, a school lunch worker in the school lunch program, or a housekeeper or cleaner in school maintenance. Other employment opportunities available in most communities might include an alteration tailor under the direction of a competent sewer, fashion coordinator in an apparel shop, or a companion or personal attendant in an individual home or a nursing home. A greater variety of employment opportunities is available in large communities.

CHAPTER VII

OPERATING FUNDS

The local school system must provide financial support for Home Economics Cooperative Education. The school administration should set aside an adequate fund each year for the purchase of supplies and instructional materials. The budget for supplies and instructional materials must be sufficient to meet the needs of the course. *It is recommended that a minimum of fifteen dollars per student be provided by the school for the operation of Home Economics Cooperative Education for the first year. For each succeeding year it is recommended that ten dollars per student be provided by the school for operation purposes.*

Local funds are needed to purchase:

1. Available courses of study in occupational areas
2. Books and other reference materials in the occupational program areas in which students are training
3. Books and other reference materials related to orientation to the world of work
4. Magazines, audiovisual materials, and other teaching aids related to instructional needs
5. File folders, stamps, and other items as needed.

An additional allocation of $400 for each teacher unit (full or combination) is provided through the Texas Education Agency. Eligible expenditures include the cost of (1) instructional materials, (2) teaching supplies, (3) a technical library, and (4) minor instructional equipment. *These funds are intended to supplement, not replace, local effort and are to be used for program improvements.*

Good maintenance and repair of facilities and equipment contribute to the effectiveness of Home Economics Cooperative Education. State funds for maintenance and operation of vocational education are provided. The local school district is responsible for the maintenance and repair of equipment in the classroom.

CHAPTER VIII

CLASSROOM FACILITIES, EQUIPMENT, AND SUPPLIES

A standard classroom which contains sufficient floor space to accommodate the students enrolled is needed for Home Economics Cooperative Education. Equipment and supplies to facilitate class activities include a teacher desk; tables and chairs or desks for students; a filing cabinet; a bulletin board and chalkboard; a compartment cabinet for journals, pamphlets, library books, and leaflets which are used as instructional materials; a bookcase for reference books; and storage for students' notebooks. *Convenient access to a typewriter and a telephone are essential.* Less obvious factors which facilitate classroom instruction include room temperature, noise, color, and arrangement.

A library of instructional materials, including reference books, manuals, bulletins, and courses of study for each occupation in which training is offered, is essential.

CHAPTER IX

FILING SYSTEM

The manner in which a teacher-coordinator collects and files the materials used in the course reflects, to a certain extent, the efficiency of the teacher-coordinator. A filing cabinet is an important organizational tool. Below is a suggested list of materials to be kept on file.

Student files frequently used by teacher and students might include:

Training Plan
Student's Daily Schedule
Daily memos and reminders (means of exchange between teacher and student)
Tests
Weekly Progress Report
Weekly Wage and Hour Work Sheet
Yearly Wage and Hour Report

Permanent student folders might contain the following items:

Employer's Ratings
Completed Training Plan
Completed Yearly Wage and Hour Report
Self-addressed Envelopes

Other items which might be filed in the student's permanent folder include newspaper clippings, records of special accomplishments, and letters of recommendation.

Other materials to be kept on file might include:

Advisory Council
Bibliographies of Instructional Materials and Sources of Teaching Aids
Budget
Coordination Records
Correspondence
Curriculum and Program Plans
Financial Records
FHA/HERO Materials
Inventories
Prospective Lists of Employers and Students
Publicity
Reports
U.S. Department of Labor Materials
Vocational Home Economics Education Standards

CHAPTER X

ADVISORY COUNCIL

The success of cooperative education depends upon a close relationship between the school and employers of the community. The involvement of members of the community is vital for the success of Home Economics Cooperative Education. One way of involving community members is to establish a local advisory council. *The Guide for Public Schools in Planning Programs of Occupational Education for In-School Students,* Texas Education Agency, 1977, provides that such councils must be established in communities having cooperative education.

Duties of Advisory Council Members

The advisory council has no administrative function, but makes constructive recommendations for the improvement of HECE and helps carry out these recommendations when requested to do so by the teacher-coordinator or other school officials. One of the major purposes of an advisory council is to aid in the planning of sound occupational education which meets the needs of the business/industry community. Below are listed suggested duties of an advisory council:

1. Aid in publicizing and promoting HECE in the community through various contacts.
2. Help to assess future employment opportunities and to obtain information regarding present job opportunities in the occupational areas included in HECE.
3. Help to determine criteria for the selection of training stations.
4. Suggest criteria for the selection or recruitment of students for HECE.
5. Provide advice relating to course objectives, course content, the competencies expected in the occupations for which training is being offered, the time allotted for learning skills, and the technology and knowledge required to be competent in an occupation.
6. Provide supplementary instructional materials when available.
7. Assist with the evaluation of HECE, including course content and course administration.
8. Act as resource persons for youth activities.

Selection of Advisory Council Members

The advisory council should be organized during the initial development of the course. The teacher-coordinator may have identified possible council members as the initial visits were made to employers. The school superintendent, vocational administrator, and principal may also be able to recommend possible council members.

Once the members of the council have been selected, they are approved by the superintendent; and the letter of invitation signed by the superintendent is sent to each person. The letter of invitation explains the functions of and defines the term of service for advisory council members. A suggested letter of this type is shown in Figure 1, p. 15.

The advisory council is composed of five to seven members who serve for one to two years. One- to two-year terms for council members provides an opportunity for more citizens of the community to become acquainted with the course. A rotation plan for the addition of new advisory council members is suggested so that some experienced members are always serving on a council with some new members. Members on the council should include:

Managers – These members may be managers or owners of businesses. They can provide information on (1) the need for trained employees, and (2) the expectations of employers in regard to the jobs in their businesses.

Training Sponsors – In some situations the training sponsors may be employees rather than managers or owners of the businesses. Regardless of their positions, at least one or two training sponsors should be included on the council. Their contribution is similar to that of the manager's.

School Administrators – This may be the superintendent, vocational administrator, or principal. This council member can aid in interpreting the educational objectives and policies of the course. *Only one school administrator should serve in any one year.*

Other Persons – These may include parents, students, recent completers of HECE, representatives of business organizations such as the Chamber of Commerce or service organizations, and media representatives. These members can help identify services needed, identify available resource materials, and publicize the course.

Selection of advisory council members is often acknowledged in a news release by the superintendent or other school official. A sample news release regarding selection of advisory council members is included in Figure 22, p. 73.

Organization of Advisory Council

Each council should have a chairperson and a secretary selected from the group by its own members. The chairperson should be a representative of the business community. The HECE teacher and school administrator should work with the advisory council *only* in an ex officio capacity. School personnel assume only a minor role in the meetings of the advisory council.

Meetings are called by the chairperson at the suggestion of the teacher-coordinator. Meetings are held periodically, but not more often than is necessary. Advisory council members donate their time and efforts to aid the school, and the imposition of unnecessary requests for assistance is unwise. Three well-planned meetings each year provide adequate input from the council. A clear-cut agenda with a definite purpose should be planned for every council meeting. A sample Advisory Council Agenda is shown in Figure 2, p. 16. Meetings called merely for the sake of meeting are likely to result in a loss of interest and an eventual loss of council members. Have meetings begin and end on time. Send a copy of the minutes of each meeting to all council members, the coordinator of vocational home economics, vocational administrators, the principal, and the superintendent.

Working With an Advisory Council

The following suggestions may be helpful to the teacher-coordinator working with an advisory council.

1. Notify each member well in advance of each meeting.
2. Plan the agenda for each meeting ahead of time.
3. Provide materials needed for each meeting, such as training plans, instructional materials, wage scales, etc.
4. Create a relaxed atmosphere.
5. Give each member an opportunity to express ideas, and to feel valuable.
6. Guard against letting one person's ideas dominate the thinking of the group.
7. Encourage school personnel present to be listeners rather than contributors, except when information is requested by the council.
8. Emphasize the positive rather than the negative point of view.
9. Make important decisions only after there has been time for thought.
10. Close each meeting with a summary of decisions reached and with an understanding of what is to be done before the next meeting.
11. Discuss the suggestions made by the advisory council with the city coordinator of homemaking education, vocational administrator, principal, and school superintendent.

FIGURE 1

LETTER OF INVITATION TO ADVISORY COUNCIL MEMBER
(School Letterhead)

(Date)

(Inside Address)

Dear :

The *(Name of School System)* would like to invite you to participate as an advisory council member for *(Name of High School)* Home Economics Cooperative Education (HECE) for the *(Date)* school year.

The functions of the advisory council are to make constructive recommendations for the improvement of Home Economics Cooperative Education, and to serve in other advisory capacities as needed. The council will function under the guidance of *(Teacher-Coordinator's Name)*, teacher-coordinator for Home Economics Cooperative Education, and will meet a minimum number of times during the year. If you desire further information concerning HECE before responding to this invitation, please contact, *(Name) (Phone)*.

We will call you next week regarding your decision.* Your participation as a member of the council would be a service to both the school and to the community.

Sincerely,

(Name of Superintendent)
Superintendent of Schools

---

* (NOTE: The superintendent may wish to designate the vocational administrator or teacher-coordinator to make the follow-up call.)

FIGURE 2

ADVISORY COUNCIL

Home Economics Cooperative Education

Anytown Independent School District

Anytown High School
Homemaking Department
1000 Texas Avenue
Room 26

August 23, 198_
1:00 p.m.

AGENDA

Presiding: Henry Helpful, Chairperson

Call to Order

Introductions
Functions of Advisory Council
Interpretation of HECE
Criteria for selecting training stations
Identification of training stations
Publicizing HECE
Other

ADJOURN: 2:30 p.m.

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CHAPTER XI

STUDENT SELECTION

One of the most important factors in the success of cooperative education is the *quality* of students selected to enter training. Each school district is responsible for developing a process for student selection basing the criteria on the information in this chapter as well as on local policies and procedures. Students should possess the aptitude, interest, need, physical and mental competence, and other qualifications, such as reading, computation, and writing, necessary for success in a particular occupational area.

Eligibility of Students

High school students, 16 years of age or older, who are classified as juniors or seniors, are eligible participants in HECE. One reason for enrolling junior students is to give them the advantage of a two-year training program. Applicants may or may not be employed at the time they are admitted to the program. Since, in some instances, the work may be strenuous, students who have physical defects or serious weaknesses may be screened carefully to identify job limitations if they enter certain aspects of an occupation. *HECE is not designed for students with major learning disabilities.*

Student Recruitment

Students who wish to develop skill in a vocation related to home economics, and who need and can profit by the training, should be accepted into the course. Those who are interested only in "spending money," who want to leave school early, who expect to be able to participate in many extracurricular activities, or who are emotionally unstable or immature may not be good candidates.

Potential students may be recruited in a variety of ways. Students enrolled in consumer and homemaking education may have skills and interests which are prerequisites for some jobs. Students in pre-employment laboratory education (PELE, CVAE, VEH) may want to continue their training in a cooperative education setting. Other students may be recruited through homeroom contacts, school assemblies, Vocational Education Week activities, career day or week activities; poster campaigns, counseling, student contacts, and teacher contacts. A well-planned public relations program is essential for recruiting students, especially in large schools.

Although recruitment in the spring is more desirable than in late summer, beginning teachers of Home Economics Cooperative Education may have no other alternative. One way of contacting students would be to examine student records and mail a letter and request for information to all eligible students. An example of such a letter and request for information is shown in Figure 3, pp. 19-20. Interested students can then be scheduled for personal interviews. The personal interview should be structured to provide the student with information about Home Economics Cooperative Education and the teacher with information which would indicate whether the student could profit from the training. *Be sure that information requested during an interview conforms to local school policies related to nondiscrimination.* During the interview interested students can be provided with an Application Form and Acceptance and Placement Policies. An example of an Application Form and Acceptance and Placement Policies is shown in Figure 4, pp. 21-22. Check with administrators to be sure the forms are consistent with existing school policies. These forms are helpful in working with prospective students and will be placed in individual students' permanent folders as students become active in Home Economics Cooperative Education.

Check schedules of students seeking enrollment to be certain that they are meeting graduation requirements. Check that they have completed required courses. Since students may work during the school day, scheduling may be difficult. To remedy this, some schools permit cooperative education students to register before various course sections are filled.

Student Acceptance

Accept the student if the student's interview and application indicate potential for success in Home Economics Cooperative Education. If doubts remain that the student can profit from or succeed in the course, additional input from counselors and teachers is helpful in reaching a decision. If strong evidence exists that the student cannot profit from or succeed in HECE, the student may be counseled to pursue other options.

FIGURE 3

LETTER TO STUDENT
(School Letterhead)

(Date)

(Inside Address)

Dear :

Home Economics Cooperative Education (HECE) has recently been added to the list of high school subjects. In this course, the student will be employed a minimum of fifteen hours per week in a local business. The student will spend part of each day in the study of regular high school subjects, including a special occupational education class. In addition to receiving practical work experiences, the student will be paid for work performed while acquiring training in the occupation chosen.

This is primarily a two-year course for which a student may achieve ***(number of credits awarded locally)*** credits per year. This plan enables the student to prepare for employment and at the same time satisfy graduation requirements. Training will be available in a variety of occupations. In general, choices may be made from the following home economics occupations: care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; institutional and home management and supportive services; and other home economics-related occupations. The job selected will depend upon your interests and abilities and upon available employment opportunities in the community.

If you are interested in obtaining further information regarding HECE, you may contact ***(Teacher-Coordinator)*** at ***(Name of High School)*** any morning during the week of ***(Date)*** from ***(Time)***. If it is not possible for you to come in person, you may mail the attached blank to ***(Teacher-Coordinator)*** at ***(Name of High School)***.

Sincerely,

(Name of Principal)
Principal

Enclosure

FIGURE 3 (Cont.)

REQUEST FOR INFORMATION ABOUT HECE

Name _____ Age _____

Address _____ Phone _____

In which home economics occupation are you interested? _____

Are you working now? _____ If so, where? _____

Please return to: _____
(Teacher-Coordinator's Name)

_____
Address

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FIGURE 4

COOPERATIVE EDUCATION
APPLICATION FORM

Name _____
(Last) (First) (Middle)

Social Security number _____ Phone _____

Age _____ Birthdate _____ Grade _____

Address _____ Zip _____

Name of parent or responsible person _____

Address _____ Home phone _____ Business phone _____

What type of transportation would you use to go to work? _____

What type of job do you want after graduation? _____

What are your future plans? _____

_____

Why do you wish to enroll in Home Economics Cooperative Education? _____

_____

School Information

List all home economics courses completed:

Name of Course	School	Year	Teacher
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Were you absent from school more than five times last year? If so, explain. _____

_____

How many credits will you need after this year to graduate? _____

FIGURE 4 (Cont.)

Occupational Information

List previous employment:

Employer	Dates employed	Type of work
_____	_____	_____
_____	_____	_____
_____	_____	_____

In order of preference, list the types of work you would like when enrolled in cooperative education.

1. _____
2. _____
3. _____

Can you work Mornings?____ Afternoons?____ Evenings?____ Weekends?____ Holidays?____

When will you be able to start work? _____

_____

On acceptance in this course:[1]

THE STUDENT AGREES

- to be regular in school and job attendance.
- to abide by the rules and regulations of the employer.
- to work a minimum of 15 hours per week.
- to accept an alternate schedule if not employed within two weeks after entrance into HECE.

THE PARENT OR RESPONSIBLE PERSON AGREES

- to the involvement of the student in this cooperative work experience.

THE TEACHER-COORDINATOR AGREES

- to observe the student on the job periodically and to consult with the training supervisor in the evaluation of the student.
- to provide related classroom instruction.

_____ _____

Student signature Date

_____ _____

Parent or Responsible Person signature Date

_____ _____

Teacher-Coordinator signature Date

Return completed application form to the HECE teacher-coordinator of the course in which you are interested.

[1] Adapted from Terrass, Joyce J., and Comfort, Carolyn H., *Teaching Occupational Home Economics.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

CHAPTER XII

TRAINING STATION

A *training station* is defined as the establishment which employs a Home Economics Cooperative Education student and provides supervised training in accordance with a written training agreement or plan. The *employer* is the person associated with the training station who hires a student, who approves the student's training plan, and who may supervise the student's on-the-job training. In some situations, the supervision of the student is handled by an employee other than the employer. This employee becomes the *training sponsor* and is the person with whom the teacher meets to discuss the student's training, and to plan related class experiences. The training sponsor must be in a position to supervise the student in order for work experiences to provide continuous learning.

Selection of Training Station

Not all establishments are equally suitable for use as training stations. One of the most important factors to consider is the attitude of the employer and other employees toward cooperative education. The employer must understand that the purpose of cooperative education is to provide a learning situation for the student; therefore, the student needs to be rotated from one task to another as each is mastered.

Some additional factors to consider when selecting the training station include:

1. Respectability and reputation of the employer
2. Competence of employees
3. Standards of workmanship
4. Adequacy and appropriateness of equipment
5. Volume of business
6. Policies of the company toward occupational training
7. Existing employer-employee relationships
8. Sufficient learning opportunities for one or two years of training.

The employer should be able to provide training throughout the school year for the number of students employed. The work station should allow for the rotation of students from one task to another as they become proficient. The wages paid to the students should be comparable to those that other firms in the community pay to beginning employees in the same occupation.

The working environment must be considered carefully in the selection of training stations. The training station should be clean and free of work hazards. When possible, a location near the school or convenient to the school is desirable. Other factors to consider include the suitability of working conditions for high school students, the hours of work, the opportunities for learning and advancement, and the availability of instructional materials for the occupational area. A sample form for evaluating training stations is shown in Figure 5, pp. 26-27.

How to Find Qualified Training Stations

A method of finding qualified training stations is to secure information from such sources as the Chamber of Commerce, city directory, yellow pages of the telephone book, or Better Business Bureau. Developing personal knowledge of businesses in the community is an important means of identifying potential training stations. The advisory council can assist the teacher-coordinator in refining the list of prospective employers. Priorities can be established for the numbers and types of employers to contact.

Interview With Manager or Personnel Director

Based on the list approved by the advisory council, the teacher-coordinator can make appointments to acquaint the managers or personnel directors of prospective businesses with Home Economics Cooperative Education. Information which might be obtained through an interview includes answers to the following questions:

1. How many persons are employed in entry-level home economics positions?
2. What is the anticipated increase or decrease in the number of these employees in one to two years?
3. What is the annual turnover of employees in these positions?
4. In which positions is there a shortage or an abundance of workers?
5. What are opportunities and requirements for advancement in the occupation?
6. What training is provided by the employer?
7. What is the average age of employees in these positions?
8. What fringe benefits accompany the jobs?
9. What community resource persons could provide assistance to the HECE teacher-coordinator?
10. Would the employer be interested in serving as an advisory council member?
11. Would the employer be willing to employ a student in Home Economics Cooperative Education?
12. What is the probable starting salary?
13. During what hours would the employer be willing to schedule a student?

Following the interview, the evaluation form in Figure 5, pp. 26-27, may be completed to provide a record of information on each prospective employer. Information may be added or deleted depending on individual circumstances. The evaluation form may be filed for future reference.

The following advantages of participating in Home Economics Cooperative Education might be discussed with the potential employer during the first visit. The course:

1. makes possible better trained employees.
2. provides both a present and future source of employees.
3. gives the employer the opportunity to take an active part in the school.
4. enables the school to give employers better returns on their tax money.
5. helps to provide employees for expansion of the business.
6. increases trainee efficiency and alertness because of the instruction provided by the teacher-coordinator.
7. ensures an interested worker since the occupation was chosen by the trainee and was not a chance decision.

8. helps fill the need for trained men and women in the field.
9. provides a source of trained employees during peak periods, or when regular employees are sick or on vacation.
10. keeps some of the young people in the community and thus contributes to better community life.

A brochure providing this information could be left with the prospective employer.

Be sure the employer and training sponsor have a clear understanding of cooperative education. Stress that during class time the student will study topics relevant to the occupational area as well as more general information related to the employer-employee relationships, job ethics, personality development, job morale, personal care and hygiene, and characteristics of successful employees. Help the employer and training sponsor understand the advantages of rotating the student from one task or assignment to another at reasonable intervals so the training period is a continuous learning situation for the student. Copies of the training plan for the occupational area and an evaluation form may be left with the prospective employer.

FIGURE 5

EVALUATION OF TRAINING STATION

Name of Establishment _____ Phone _____ Date Visited _____

Address _____ Owner's or Manager's Name _____

Contact Person _____ Title _____ Date _____

Type of Business _____

Hours _____ Number of Employees _____

Potential Training Sponsors:

Name: _____ Title: _____ Dept. _____

Name: _____ Title: _____ Dept. _____

Name: _____ Title: _____ Dept. _____

Comments:

FIGURE 5 (Cont.)

RATING FACTORS	Excellent	Good	Average	Fair	Poor	Comments
1. Interest of management in HECE						
2. Interest of supervisors in HECE						
3. Suitable occupations for training						
4. Opportunity for variety of work experience						
5. Facilities available for training						
6. Employment opportunities after graduation						
7. Opportunity for advancement						
8. Pay scale commensurate with other new workers in same job						
9. Potential for continuous employment						
10. Accessibility to school						
11. Lack of hazards						
12. Willingness to accept trainees as part of regular work force						

OVERALL EVALUATION (Check One)	EXCELLENT	GOOD	AVERAGE	FAIR	POOR
	( )	( )	( )	( )	( )

CHAPTER XIII

PLACEMENT OF STUDENTS

Two factors are involved in the placement of students. One is the selection of a particular student by the employer; the second is the working out of conditions under which the student is to be trained.

On the basis of the initial interview with the employer, the teacher-coordinator can determine, to some extent, what the employer looks for in employees. The teacher-coordinator can then select the students who might be acceptable to the employer. This background data on the students then is given to the employer. An interview time can be arranged, and several students can be sent for interviews. When possible, more students than the employer has agreed to take should be sent for interviews. Arrange for the employer to notify the teacher-coordinator as soon as the selection is made. Inform the student selected and arrange additional interviews for remaining students.

Discuss a list of regulations regarding job ethics and school policies with the student. The agreement to abide by the regulations and policies must be signed by the student and the student's parent or responsible person. The agreement form found in Figure 7, p. 29, or a similar one, may be used if it conforms to local school policies.

Student Identification Card

In larger cities, students may need identification when their jobs require them to be off the school campus during school hours. A card, such as the one shown in Figure 6 below, may be printed and issued to each student for identification purposes.

FIGURE 6

STUDENT IDENTIFICATION CARD

STUDENT IDENTIFICATION CARD

_____ _____, a student in _____
(Student's Name) (Age)

_____, is enrolled in Home
(School)

Economics Cooperative Eduation. He/she has permission

to _____ to school at _____, effective from
(leave/report) (Time)

_____ 19___ to _____, 19___
(Issued on a Semester Basis Only)

SIGNED: _____
Principal

Date issued: _____

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FIGURE 7

HOME ECONOMICS COOPERATIVE EDUCATION

Student Agreement[2]

If accepted into Home Economics Cooperative Education, I agree to abide by all school policies and, in addition, I agree to the following conditions:

1. My on-the-job training is recognized as an extension of the school day. Therefore, the teacher-coordinator is the accepted authority for making adjustments and changes in the job training. I will accept counseling and guidance from the teacher-coordinator.
2. A rating by the employer will be used in evaluating my progress for report card purposes.
3. I will be regular in attendance and will be on time on the job and at school. On days I am absent from school, I may not go to work without the specific approval of the teacher-coordinator. I will notify my employer and the teacher-coordinator in advance of necessary absence or tardiness in either job or school.
4. I agree to observe business rules for dress, conduct, personal appearance, and personal hygiene.
5. I will work to the best of my ability in my studies and in my job.
6. I will maintain a record of my income and hours on the job on a form provided by the teacher-coordinator.
7. I will carry out my training on the job in such a manner as to reflect credit upon myself and the course. I will represent my school well in the eyes of the community and my employer.
8. I am expected to remain with the training station I have been assigned. Any possibility of assignment change must be discussed with my teacher-coordinator. I will continue to work throughout the entire school year.
9. I understand that if I am dismissed from my job because of my actions, the dismissal will be considered a serious event and will be treated as such.
10. I understand that all matters of business are confidential and I will hold them in the strictest confidence.
11. I will furnish my own transportation.
12. I realize that I cannot use my training station employer for unemployment compensation at such time when I may become unemployed.[3]
13. I will plan to attend the employer-employee appreciation event with my employer as my guest.
14. I realize that being a part of the FHA/HERO organization is an important part of my training.

_____ _____

Student signature Date

Parent Agreement

I shall do my part in assisting my son/daughter to fulfill all obligations to the program, including regularity of attendance and maintaining a satisfactory scholastic standing. I also agree to release _____ school from liability as a result of any injury to _____ during the course of cooperative education.

_____ _____

Parent or Responsible Person signature Date

[2]Texas Unemployment Compensation Act (Art. 551b, V.A.C.S.), page 69, No. 5 and page 74, Item T. A copy of the Texas Unemployment Compensation Act may be secured from Texas Employment Commission, Austin, Texas 78778.

[3]Adapted from Terrass, Joyce J., and Comfort, Carolyn H., *Teaching Occupational Home Economics.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979.

CHAPTER XIV

REPORTS

The following reports are prepared by Home Economics Cooperative Education teacher-coordinators:

1. VHM-003R82, Planning and Evaluation Summary
2. VOC-044R82, Training Plan

Teacher-coordinators of combination units of Consumer and Homemaking Education and Home Economics Cooperative Education prepare the following additional reports:

1. VHM-002R82, Plan for Summer Homemaking
2. VHM-004R82, Home Experience Report

CALENDAR OF REPORTS

Teacher Unit F=Full HECE C=Combination	*Date Due*	*Report*	*To Whom Sent*	*Number of Copies*
F and C	Three weeks after student is employed	Cooperative Training Plan VOC-044R82	Area Consultant	Two copies for each student
C	May 15	Plan for Summer Homemaking VHM-002R82	Local Administrator	1
F and C	June 15	Planning and Evaluation Summary VHM-003R82	Area Consultant	2
C	At close of each quarter and summer homemaking	Home Experience Report VHM-004R82	Local Administrator	1

Suggestions for preparing report forms are as follows:

1. Fill out forms correctly, completely, and neatly.
2. Type forms if possible, or write legibly.
3. Make signatures on report forms in ink.
4. Mail report forms in order to reach destination before the deadline date.
5. Keep a file copy of each report.

A recordkeeping system needs to be developed and maintained locally to provide data needed for such district-wide reports as Vocational Education Data System (VEDS), reallocations, travel, and follow-up. The teacher-coordinator may be asked to assist the school district in collecting information for the VEDS reports.

CHAPTER XV

PERMANENT RECORD AND FOLLOW-UP REPORT

The school district is required to collect completer/leaver follow-up information each year from both students and employers. Included in the Vocational Education Data System (VEDS) packet are forms which require follow-up information on students who have left the course (leavers) and students who have finished all requirements of the course (completers). VEDS Report VOC-113 requires completer/leaver information for students who were enrolled in HECE during the current school year. VEDS Reports VOC-115, VOC-116, VOC-117, and VOC-119 require follow-up information on completers and leavers who were enrolled the previous school year. A student *Completer/Leaver Follow-up Form,* VOC-115, must be sent to each student who left HECE during or at the close of the previous school year. To secure the most valid data it is recommended that this information be collected the following March. For example, information on students who completed or left HECE during the 1979-80 school year were collected in 1981. Compilation of data acquired from these forms is reported in the school district's *Secondary Completer/Leaver Follow-up Report,* VOC-116, which is reported to the Texas Education Agency each year. An *Employer Follow-up Form,* VOC-118, must be sent to the employer of each completer/leaver for the same period and the data recorded on the school district's *Employer Follow-up Report,* VOC-119.

The collection of this data is the responsibility of the local education agency; therefore, a procedure is often already established for accomplishing the task. Assist in every way possible. The U.S. Department of Education expects at least a 70 percent return on follow-up from both former students and their employers. In order to achieve this (since reply of both former students and employers is voluntary) the school district needs to develop appropriate cover letters and follow-up procedures. Keep all source data on file for a minimum of five years for audit and evaluation purposes.

Several methods may be used to obtain follow-up information on students. A telephone call to the contact person given by the student on the Permanent Record may aid in obtaining a current address for the former student. Younger brothers or sisters still in school, or current HECE students, may aid in locating the student. Contact with former students also can be maintained through birthday and Christmas cards. An example of a Permanent Record is in Figure 8, p. 32.

FIGURE 8
COMPETENCY PROFILE FOLDER

PERMANENT RECORD AND COMPETENCY PROFILE FOR VOCATIONAL HOME ECONOMICS OCCUPATIONS

Instructional Program
(Occupational Objective): _____ School: _____ Date: _____

Name: _____ Social Security No. _____ Phone: _____
Last Middle First

Address: _____ Age: _____ Date of Birth: _____ Sex: _____

Racial/Ethnic Designation: _____ Special Needs: _____

In Case of Emergency,
Contact: _____ Address _____ Home phone _____ Business phone _____
OR
Contact: _____ Address _____ Home phone _____ Business phone _____

Method of Instruction	Grade	Enrollment Date	Withdrawal Date	Completion Date	Total Class Hours	Total Laboratory Hours	Total On-the-job Training Hours	Instructor
VEH								
CVAE								
PELE								
HECE								

ON-THE-JOB TRAINING/WORK EXPERIENCE

Duration of Employment	Job Title	Supervisor's Name	Training Station	Address of Employer	Phone

FOLLOW-UP RECORD

Date	*Current Address*	*Education Status*			
		Attending	Not Attending	Institution	Objective

Employment Status

Not in Labor Force	Un-employed	Military Status	Employed	Employer	Address	Supervisor	Position	Related to Training Yes/No	Salary

CHAPTER XVI

TRAINING PLANS

Cooperative education is based on an organized plan called the *Cooperative Training Plan.* This plan is developed by the employer and teacher-coordinator before or soon after the student is employed. The training plan serves as a guide to both the employer and teacher-coordinator in planning the work experiences and individualized study for the student. The Cooperative Training Plan is an agreement between the school, the employer, and the student; it is not a contract.

Planning with Training Sponsor

The teacher-coordinator works with the student's training sponsor to develop the training plan. When the purpose of the training plan is explained to the training sponsor, the following major points should be discussed:

1. *Work Experiences to be Provided* -- The appropriate job analysis and/or training plan should be reviewed with the employer to determine which tasks will be performed daily, occasionally, or not at all, and to determine the order in which instruction related to the tasks should be provided.

2. *Hours* – The student is to be employed for a minimum of 15 hours per week to receive credit. Normally the 15 supervised hours counted for credit would be three hours a day, Monday through Friday. However, the school may count for credit a maximum of 8 hours work on Saturday and Sunday toward the 15-hours supervised work experience. The teacher-coordinator is responsible for supervising a maximum of 25 hours per week on-the-job training for each student. If the student is enrolled for 15 hours of class instruction per week (three hours per school day), any additional hours worked beyond 25 would be overtime. In other words, 15 class hours plus 25 work hours equals a 40-hour week. The teacher-coordinator is not responsible for supervising overtime hours worked by the student.

3. *Wages* – On recommendation of the advisory council, beginning wages should be at least 75 percent of the regular pay for jobs not affected by the wage-hour law. For jobs affected by the wage-hour law and those for which a student-learner certificate is issued, the hourly wage paid cannot be less than 75 percent of the applicable minimum wage. Some employers may be willing to pay the student either the minimum wage required by law or the minimum wage paid other employees if the business is not covered by the Fair Labor Standards Act.

   Complete and accurate information should be kept up-to-date concerning Texas Child Labor Laws, Federal Labor Law, Federal Wage and Hour Laws, and Student-Learner Certificates. Requests concerning these items should be made each year to the address below:

   Student Learner Certificate Specialist
   U.S. Department of Labor
   Employment Standards Administration
   Wage and Hour Division
   555 Griffin Square Building
   Room 506
   Dallas, Texas 75202
   (214) 767-4538

Each employer is allowed to make an individual decision about wages. If the employer asks what other employers are paying, the question can be answered in a general way. Employers to whom minimum wage legislation does not apply may need to be encouraged in a tactful way to pay according to community standards. Attitudes, motivation, and job stability may be affected adversely when a student is paid less than other entry-level employees at the training station or less than other students in the class.

Employers are not required to give students raises during their training period; but if the student makes satisfactory progress on the job, a raise would encourage the student to continue to work hard. It would also provide assurance that there are opportunities for advancement in the occupational area.

Preparation of Training Plan

Preparation of student training plans requires a Cooperative Training Plan form and the appropriate training plan originals for each student's occupational objective. Form VOC-044R82, the Cooperative Training Plan, is available from Homemaking Education, Texas Education Agency. Training Plan Originals, for use in individualizing each student's work experiences and study assignments, are available from the Home Economics Instructional Materials Center. An example of a completed Cooperative Training Plan is shown in Figure 9, pp. 38-40. Directions for completing the form are given below.

Two typed copies of the Cooperative Training Plan for each Home Economics Cooperative Education student are *due in the office of the area consultant three weeks after the student is employed.* This date should be not later than three weeks after the opening day of school or, in the case of a transfer student, three weeks after the student enters the class. The student must be employed at the time the Cooperative Training Plan is prepared. A separate Cooperative Training Plan must be prepared for each Home Economics Cooperative Education student.

Use the following procedure in preparing the Cooperative Training Plan:

A. *Front Side of a Cooperative Training Plan*

1. *Grade* – Indicate the student's grade level in numerals. The student must be in the eleventh (11) or twelfth (12) grade.

2. *Age* – Indicate the student's age in numerals. The student must be 16 years of age or older at the time school starts.

3. *Sex* – Indicate the sex of the student by placing an "X" in the appropriate blank.

4. *Time of Day Related Class Meets* – Indicate the exact time class starts and the exact time class ends, for example, 8:10 a.m. to 9:05 a.m. The related class must be scheduled for 55 minutes of in-class time each school day.

5. *Course* – Abbreviate the title of the course (HECE) and indicate first- or second-year student as follows: HECE I or HECE II.

6. *School Campus* – Give the name of the high school offering HECE.

7. *Student's Name and Social Security Number* – Give the student's name, with the surname first, followed by the first name and middle name or initial. Also record the student's Social Security number.

8. *Occupational Objective and USDE Code* – Use the occupational objective and USDE code number as they appear on the training plan original used. Example: Home Economics Careers in Food Service 09.0203.

9. *Name of Company* – Use the official name of the business (or individual) employing the student.

10. *Name of School District* – Give the official name of the school district.

11. *Beginning Wage* – Indicate the student's starting salary. Students may be paid minimum wage or more. A business covered by the wage-hour law may pay as low as 75 percent of the applicable minimum wage provided a student-learner's certificate is on file with the U.S. Department of Labor. Upon recommendation of the advisory council, businesses *not* covered by the wage-hour law may pay as low as 75 percent of the wages paid to other beginning employees.

12. *Hours* – Indicate the number of hours the student will work per school week. The student should be employed a minimum of 15 hours to a maximum of 25 hours per week depending on the number of hours the student is in school per week.

13. *Dates* – Indicate the beginning and ending dates of the training period and the length of the probationary period, if any. The beginning date of the training period should be the date the teacher begins supervision of the student on the job. The extension date should be the date ending the school year. The probationary period, a trial period of employment, is 10-30 days. A new training plan must be prepared for each student participating in HECE the second year.

14. *Approvals* – Get signatures in ink with the position of each person identified. The last line, for the signature of the area consultant of homemaking education, is left blank.

B. *Reverse Side of a Cooperative Training Plan*

Training plan originals have been prepared for *Home Economics Careers in . . .* Child Care, Apparel and Accessories, Clothing Production and Services, Food Service, Home Furnishings, Floristry, Institutional and Home Management, Personal Services, Recreation and Physical Fitness, and Demonstrating. The relationship between the training plan originals and USDE codes, home economics areas, DOT codes and occupational titles is shown in Home Economics Cooperative Education Occupations – 1981, pp. 5-8. *The training plan originals may be reproduced as needed.*

To Prepare Individualized Training Plan for Student:

1. Ask the student's employer to indicate on the appropriate job analysis (see the *Guidebook for HECE Occupational Areas)* which tasks will be performed by the student daily, occasionally, or not at all. Ask the employer to identify any additional tasks which will be assigned to the student. Also ask the employer to indicate when during the school year the student will assume each task or group of tasks.

2. Using the job analysis, the training plan, and interviews with the student's employer as a guide, arrange the tasks in the order which seems most appropriate for the student's on-the-job training. This assures the coordination of work experiences with study assignments, and the progression of learning for the student.

3. Omit tasks not applicable to the student's training situation from the training plan for first-year students.

4. If the employer indicated that the student will perform tasks not included in the job analysis, develop a task statement for each additional task. Identify work experiences and study assignments related to the additional task. (Such tasks should represent only a small portion of the tasks to be performed by the student and should be home economics-related.) Type abbreviated work experiences and study assignments at the end of the student's training plan and coordinate these with all tasks the student will perform.

5. In some situations, tasks assigned to a student may be related to two different occupations, such as floral designer and wedding consultant. In these situations combine training plan originals describing work experiences and study assignments from both occupational areas. On the training plan, the student's occupational objective should be the area in which the student is given the most responsibility.

6. Write numbers indicating the sequence in which each task will be taken up to the left of the task number on the student's training plan. Sequence only the number of tasks that are feasible for the student to complete in one year (or remaining portion of the year). Do not number tasks which will not be included in the student's training for the year.

To Make Study Assignments for Student:

1. The "Record of Studies" column is keyed to unit and lesson numbers in the appropriate course of study if one is available.
2. If no course of study is available, required references are coded by letter and page numbers in the "Record of Studies" column. (See the code sheets accompanying each training plan original for required references in each occupational area.)
3. Indicate the date the student completes each lesson in the "Record of Studies" column.

To Record Work Experiences of Student:

1. Note the date the student begins work experience related to a task in the "Record of Work" column.
2. Note the date you and the student's employer or training sponsor agree that the student has mastered the task in the "Record of Work" column.

A new training plan must be prepared in the following situations:

1. When a student changes training stations.
2. When a student moves into the program from another school.
3. When a student starts the second year in the program.

A student should be on the job within three weeks after entering the class or after a change in training stations becomes necessary. One copy of the new training plan must be sent to the area consultant within three weeks after the student is employed.

For the second-year student's training plan, work experiences and study assignments include related new tasks to be performed on the job, and areas in which the student's grades or performance were weak the first year. Tasks repeated on the second-year training plan may be designated with the letter "R" to indicate review.

Signatures of Approval

When the training plan is completed, obtain signatures of the student, parent or responsible person, and employer. The teacher-coordinator signs the plan and checks to see that all copies of the plan are complete. Two copies are sent to the area consultant for approval. One copy is attached to the student's daily folder. The copy returned to the teacher by the area consultant is placed in the student's permanent folder. A copy of the signed plan should be provided to the student's employer.

Plans for students enrolling at the beginning of school must be mailed to the area office not later than three weeks after the date of employment. In the case of late entries, or in the event of second semester entries, mail the training plan within three weeks after the student enrolls in the course. Mail training plans for students changing jobs during the school year to the area consultant within three weeks after a new training station is found for the student.

Using Training Plans

The training plan in the student's current folder can be used in weekly planning sessions with the student to plan individualized instruction. If the student has difficulty with a particular assignment or needs additional activities on a particular topic, the teacher-coordinator can see at a glance which task the student is working on. Supplementary assignments can then be made. In addition, the student's training plan can serve as a guide in working with the training sponsor. It can aid in evaluating the student's progress and in making future plans. Both the teacher and the training sponsor will find the training plan helpful in evaluating the student's progress. It can be used to determine whether the student is making satisfactory progress in the occupational area. It can serve as a reminder of the student's performance of various tasks.

Use the training plan to plan the student's on-the-job training and class assignments. A particular student may make faster or slower progress than was anticipated. Changes within the training station (i.e., management, policies, equipment) may affect the student's training. If the teacher-coordinator and training sponsor feel that changes are needed on the student's training plan, work experiences and study assignments can be rearranged, added, or deleted.

If the student is not being rotated from one task to another as agreed on the training plan, the teacher-coordinator can use the training plan in working with the student's training sponsor. Remind the training sponsor that the purpose of Home Economics Cooperative Education is to provide on-the-job training which will contribute to the student's employability; it is not merely to provide work experience. The student must learn to perform a variety of tasks in order to be qualified for entry-level jobs in the occupational area upon graduation from high school.

FIGURE 9
SAMPLE COOPERATIVE TRAINING PLAN

Grade 11
Age 16
Sex: M ____ F X

TEXAS EDUCATION AGENCY
Department of Occupational Education and Technology
Austin, Texas

Time of day related class meets 8:20–9:15 a.m.

Cooperative Training Plan

(THIS IS NOT A CONTRACT)

PROGRAM HECE I ***SCHOOL CAMPUS*** Anytown High School

This training plan is to (1) define clearly the conditions and schedule of training whereby student

Murphy, Vickie Ann 449-80-4637 is to receive training as a (an)
(Name and social security no. of student)

Home Economics Careers in Food Service 09.0203 and (2) serve as a guide to the cooperating parties:
(Occupational Objective) (USOE Code)

of the Golden Cafeteria and the Anytown Independent School District
(Company) (School District)

who are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable emloyee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $ 2.50 per hour for 20 hours per school week.

2. A review of the wages paid the student will be made jointly by the employer and coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economic conditions.

The training period begins the 22nd day of August, 19 81, and extends through May 26th, 19 82.

There will be a probationary period of 10 days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to jobs without regard to race, color, national origin, or handicapping condition.

SIGNATURE APPROVALS:

Vickie Ann Murphy
(STUDENT)

J. R. Roundtree
(EMPLOYER)

Joe E. Murphy
(PARENT OR GUARDIAN)

Shirley Fredrick
(TEACHER-COORDINATOR)

DO NOT SEND TO THE TEXAS EDUCATION AGENCY.
Retain the completed form at the school district.
TEA-12

VOC-044R81

(OVER)

FIGURE 9 (Cont.)

WORK EXPERIENCES TO BE PROVIDED	RECORD OF WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDY
Training Plan for Home Economics Careers in Food Service			
1 1. Relate job responsibilities to self and type establishment		Job opportunities in food service Food service employees' tasks Qualities and characteristics needed Business policies	I-1-2
____ 2. Evaluate own progress		Self evaluation Criteria for evaluating job performance using criteria	I-3
2 3. Handle food, equipment, and supplies in a sanitary manner		Food-borne illnesses Evaluation of personal habits Handling equipment and utensils Cleaning versus sanitizing	II-1-2
____ 4. Watch for and report signs of pests		Pest control	II-3
____ 5. Wash glassware, flatware, and tableware Inspect glassware, flatware, and tableware		Use and care of dishwashing equipment Procedures for dishwashing	II-4
____ 6. Wash utensils and cooking equipment Inspect utensils and cooking equipment		Procedures for washing utensils and cooking equipment	II-4
____ 7. Perform housekeeping tasks in efficient and sanitary manner Clean tables and chairs Care for floors		Importance of sanitary surfaces Cleaning and sanitizing surfaces and equipment Cleaning tables and chairs Methods for floor care Procedures for mopping	II-5
____ 8. Observe sanitation codes		Federal and state sanitation codes	II-6
3 9. Detect hazards Apply safety precautions		Conditions leading to accidents Alertness to hazards Precautions in food preparation area Lifting and carrying objects	III-1
____10. Apply first aid to minor injuries Use fire extinguishers		First aid for minor injuries Types of fire extinguishers to use for different types of fires	III-2

FIGURE 9 (Cont.)

WORK EXPERIENCES TO BE PROVIDED	RECORD WORK	OUTLINE OF STUDY ASSIGNMENTS	RECORD OF STUDY
___11. Recognize factors influencing eating habits		Food habits and customs Food fads and fallacies	IV-1-5
Use the Daily Food Guide in guiding food selection		Daily Food Guide	
Answer questions on nutritional value of foods		Nutrients needed by body	
Recognize nutritional needs		Nutritional needs at various ages	
Help plan nutritious meals		Menu planning	
___12. Use judgment in dealing with patients' dietary problems		Human needs of sick or aging Welfare of patient Psychological needs and reactions to food	IV-6
___13. Read and follow diet card when filling trays		Diet terminology Kinds of diets and diet supplements	IV-7
5 14. Select and use appropriate utensils		Selecting appropriate utensils	V-1-4
6 15. Use standard weights and measures		Measuring and weighing food Use and care of scales and balances	V-5
7 16. Use food service equipment correctly for food preparation, transportation, and service		Safe use and care of food service equipment for food preparation, transportation, and service	V-6 VI-1-6
8 17. Use food service equipment correctly for cooking food		Safe use and care of food service equipment for cooking food	VII-1-4
9 18. Follow standard recipes accurately		Standard recipes and procedures Terminology, abbreviations, substitutions, and equivalents	VIII-1-3
Prepare convenience foods following directions		Convenience foods	
___19. Portion foods as directed during food preparation		Portioning foods	VIII-4
___20. Schedule work so foods are prepared by serving time		Work simplification Motion economy Work schedules	VIII-5
4 21. Prepare beverages of high quality		Procedures for preparing beverages	IX-1

CHAPTER XVII

CLASS INSTRUCTION

Students in Home Economics Cooperative Education receive both individualized and group instruction with approximately one-half of the total class time designated for each type of instruction. During school approximately one-half of the total class time is group instruction which deals with orientation to the world of work. One-half of the class time is individualized study designed to improve the student's knowledge, skills, and attitudes toward the specific occupational objective.

At the beginning of the year, the majority of class time is devoted to group instruction. As students are placed in jobs, individualized study can be initiated. As the year progresses, less time will be spent on orientation to the world of work and more time on individual study directly related to the student's job.

Student Reports

Student reports include the Weekly Progress Report, Weekly Wage and Hour Work Sheet, and the Yearly Wage and Hour Report. Each week the Weekly Progress Report shown in Figure 10, p. 43, should be completed by each student. The student should also compute hours worked and money earned using the Weekly Wage and Hour Work Sheet, in Figure 11, p. 44. These records can aid the planning of individualized instruction for each student. Periodically, or at the end of the year, a form for recording the hours worked and the wages received for each day and week for a school year should be completed. A sample form which may be used by the student as a wage and hour record is shown in Figure 12, p. 45.

Group Instruction

Make the topics covered during group instruction relevant to students and the world of work. Methods of teaching which encourage discussion and participation may include demonstrations, role playing, and other techniques which foster effective self-expression and develop students' abilities to handle various types of business situations.

Orientation to the World of Work is designed as a guide for planning the curriculum for group instruction. A suggested calendar for using *Orientation to the World of Work* during the school year is shown in Figure 13, p. 46. Cover topics important for the success of students in their jobs early in the year. The first topics presented might include policies of the school, course, teacher-coordinator, and training station; and relationships with employers, employees, and the public. General topics related to the world of work may be covered throughout the year. Toward the end of the year, students are interested in topics which will help them plan their future employment. At the end of the year, the teacher will also want student input to aid in evaluating the course.

Planning Individualized Instruction for Students

Individualized instruction is an important part of cooperative education. Give it priority when scheduling activities. Plans for individualized instruction should be based on the student's training plan. To ensure that individualized instruction is related to the student's work experiences, the training plan may need to be reviewed periodically.

The following factors aid in planning the student's individualized instruction:

1. Base each student's individualized instruction on
   a. competencies to be developed.
   b. the tasks performed on the job.
   c. work experiences and study assignments listed on the training plan.

2. Vary individualized instruction to hold the interest of the student. Use of written assignments, audiovisual materials, discussions among students in the same occupational area, and other activities are recommended.

3. Incorporate learning experiences that are most meaningful to the student when individualizing instruction. Because students learn in different ways, meaningful experiences vary according to students.

4. Make individualized instruction relate to what the student is doing on the job. The teacher should
   a. use the student's training plan as a guide for planning.
   b. study the student's weekly reports.
   c. hold weekly conferences with the student.
   d. obtain information from the student's training sponsor.
   e. review employer's periodic rating of student's performance.

5. Direct individualized instruction toward improving the student's knowledge, skills, and/or attitude toward the job.

The job of the teacher-coordinator does not end with the planning of the individual lessons. The teacher-coordinator works with the student during the class period to explain points, to suggest additional references and activities, to see that time is used constructively, to offer encouragement, and to discuss completed assignments with individual students.

Checking students' work as soon as possible is an important part of the evaluation process. Prompt feedback can be provided in a number of ways. When answer sheets are available, students can check their own answers to study questions, and submit them to the teacher-coordinator to record. If preferred, the teacher-coordinator can check the answers, and then let the student either correct the questions missed or discuss them. The students' answers to study questions can help the teacher identify areas in which students need additional help.

FIGURE 10
WEEKLY PROGRESS REPORT[4]

Student _____ For the Week of _____

1. What were your responsibilities or duties on the job this week?

   a. _____

   b. _____

   c. _____

   d. _____

2. What new knowledge or skill did you learn on the job? Describe. _____

   _____

   _____

3. What did you learn in class which helped you on the job? Explain. _____

   _____

   _____

4. Is any revision of your training plan needed at this time? If so, explain. _____

   _____

   _____

5. What difficulties occurred and what mistakes, if any, did you make on the job? What did you do to correct them? _____

   _____

   _____

6. What help could you use in performing your job better? _____

   _____

   _____

7. Have you had an interesting or challenging experience this week? If so, describe on back of sheet.

[4]Place in Current Folder at the end of week; file in Permanent Folder when checked.

FIGURE 11

WEEKLY WAGE AND HOUR WORK SHEET[5]

Date	Check-in Time	Check-out Time	Hours Worked Regular	Overtime	Total
	Totals				
	Regular hours				
	Regular hourly rate		X		
	Gross earnings for regular hours				
	Overtime hours				
	Overtime hourly rate		X		
	Gross earnings for overtime hours			+	
	Total earnings				
	Less deductions: (List)				
	Total deductions			=	
	Net earnings for the pay period				

[5]Place in Current Folder at the end of week; file in Permanent Folder when checked.

55

FIGURE 12

YEARLY WAGE AND HOUR REPORT

Name _____

Training Station _____

Date Entered HECE _____

Wages reported on this form are gross earnings—before any deductions.

Starting Wage: _____

Wage Increases:

Date _____ Amount _____
Date _____ Amount _____
Date _____ Amount _____
Date _____ Amount _____

Date	Su	M	Tu	W	Th	F	Sa	Hours	Wage

FIGURE 13
SUGGESTED CALENDAR FOR USING *ORIENTATION TO THE WORLD OF WORK*[6]

First Year

UNIT	SUBJECT	TOPIC
VII	2	Personal Interview
I	1	Responsibilities of HECE Student
I	2	Course Organization and Content
I	3	Purposes of HECE
II	1	Organization
II	2	Personal Growth Through Program Action IMPACT
II	3	Personal Growth Through ENCOUNTER
III	1	Personal Effectiveness
III	2	Physical and Emotional Health
III	3	Relationships on the Job
V	1	Money, Income, Payroll, and Deductions
V	3	Banking
V	4	Credit
III	4	Personal Safety
IV	1	Values, Standards, Goals
V	2	Spending Plan
IV	2	The Management Process
IV	3	Managing Resources
VI	4	Consumer Rights and Responsibilities
VIII	1	Career Choices
I	2	Permanent Record
IX	1	Student Evaluation

Second Year

UNIT	SUBJECT	TOPIC
I	1	*Review* Responsibilities of HECE Student
I	2	*Review* Course Organization and Content
II	1	Organization
II	2	Personal Growth Through Program Action IMPACT
II	3	Personal Growth Through ENCOUNTER
III	1	Improving Personal Effectiveness
III	2	Philosophy of Life
IV	1	Values, Standards, Goals
IV	2	The Management Process
IV	3	Managing Resources
V	2	Spending Plan
V	5	Insurance
I	4	Publicizing HECE
VI	1	The American System
VI	2	Role of the Citizen
VI	3	Legal Responsibilities
VIII	1	Career Choice
VIII	2	Career Survey
I	2	Personal Inventory Record
VII	1	Written Application
VII	2	Personal Interview
VIII	3	Career Progress
I	2	Permanent Record
IX	1	Student Evaluation

[6]Refer to *Orientation to the World of Work* for a list of specific objectives related to each topic which might be covered during the student's first and second years in HECE.

CHAPTER XVIII

INSTRUCTIONAL MATERIALS

A variety of instructional materials must be provided for use by students in Home Economics Cooperative Education. *Orientation to the World of Work* and related references and audiovisuals are needed for group instruction. Courses of study and required and supplementary references must be provided for each occupational area in which students are placed.

Orientation to the World of Work

Teacher-coordinators guide students in adjusting to employment conditions and in developing desirable attitudes toward school, employment, and social and civic responsibilities. This underlying philosophy directed the development of the curriculum materials presented in *Orientation to the World of Work.* Units include an introduction to Home Economics Cooperative Education, FHA-HERO, job success, personal management, money management, citizen services and responsibilities, job applications, planning your future, and evaluation.

Each unit follows this format: key ideas, behavioral objectives, and suggested learning and evaluation experiences. Each topic is followed by a wide variety of related teaching-learning materials for both student and teacher. The teaching aids include programmed instruction, stories, case situations, simulation games, tests, skits, cartoons, ideas for bulletin boards, instant slides, and other visuals.

Numerous references related to the units in *Orientation to the World of Work* are available. The teacher will want to include books, pamphlets, resource kits, and audiovisuals to make group instruction interesting and informative. An annotated bibliography, which includes a variety of references, accompanies the guide.

Individualized Instructional Materials

Specialized instructional materials have been developed for Home Economics Cooperative Education in Texas. The publications are being adapted to fit USDE Codes. The new series title is *Home Economics Careers in . . .* Titles of the publications are being changed as publications are reprinted. Individualized instructional materials have been developed in the following occupational areas: Home Economics Careers in – Apparel and Accessories, Child Care (Child Care Aide), Clothing Production and Services (Clothing Assistant), Food Service (Food Service Employee and Dietetic Aide), Home Furnishings (Home Furnishings Aide), and Institutional and Home Management (Housekeeping Management Assistant). Former titles are given in parentheses where applicable. The materials are available in teacher and student editions. Each teacher copy includes: a job analysis, a course unit outline, instructional materials, answer sheets, unit tests, test answer keys, required reference lists, and supplementary reference lists. Each student copy includes: instructional materials and a required reference list.

Each student should be provided with a Course of Study in the student's occupational area if one is available. This material should become the student's property upon finishing the course because it is a valuable reference.

References which are required must be available for the student's use. Additional references may be provided to expand, enrich, and update the instructional materials.

The purpose of each part of a Course of Study is given below:

Job Analysis. The teacher-coordinator uses the job analysis in the Course of Study when working with the employer to identify the tasks to be performed on the job by the student. This list of tasks is then used to number the tasks on the student's training plan in the order the tasks will be taken up on the job and assigned for individualized study.

Course Unit Outline. Work experiences and study assignments related to each task in the job analysis are included in the Course Unit Outline. Work experiences are to be gained primarily from on-the-job training. Study assignments (topics related to the student's work experiences) are mastered in class through the student's individualized instruction. [NOTE: In condensed form, the information included in the Work Experiences and Study Assignments columns of the course unit outlines comprises the Training Plan Originals.]

Instructional Materials. The purpose of the instructional materials is to provide the student with references, information, study questions, assignments, and group work directly related to the occupational area. These materials provide individualized instruction and are designed to help the students gain an understanding of the tasks they perform on the job.

Units are generally assigned in the same sequence that they are shown on the training plan. However, the teacher and training sponsor will work together to determine the units most relevant to the student's job and make changes in the training plan if needed. Weekly planning sessions with the student also aid in planning for individualized instruction. Include time for completing individual assignments and for working in small groups with other students to complete special projects. Toward the end of the student's enrollment in HECE, additional assignments (not included on the training plan) may need to be made to expand the student's knowledge of the occupational area.

The materials are self-instructional. By reading and following the instructions given, the student can proceed through each lesson without assistance. Study questions and assignments are provided to enable the student to check understanding of the information presented and to encourage application of what has been learned on the job. Space has been al wed for the student to answer study questions on the lesson sheet. Suggestions for group work are included to provide opportunities for students in the same occupational area to work together on common problems. Sample pages from the Food Service Course of Study are included in Figures 14-17, pp. 50-55.

Answer Sheets. The answer sheets give the correct answers to the study questions in each lesson. Answers to study questions may be checked by either the student or the teacher. Answers may or may not be graded. A sample Answer Sheet is included in Figure 15, p. 53.

Unit Tests. Test questions cover information both in the required references and in the instructional materials. Tests may be issued to students and answers may be recorded on a separate answer sheet, or tests may be duplicated and answers recorded on the test. Tests are most effective if taken without the assistance of references or notes. Unit tests help to reveal weaknesses in the student's understanding of the material, and aid in making future assignments. Part of a unit test from Food Service Course of Study is shown in Figure 16, p. 54.

Test Answer Keys. These sheets give the correct answers to questions in the Unit Tests. A sample Test Answer Key is given in Figure 17, p. 55.

Reference List. References required for using the Course of Study are listed.

Instructional Materials for Additional Occupational Areas

The *Guidebook for HECE Occupational Areas* provides guidance to the teacher-coordinator in areas for which no Course of Study is available. It includes a job analysis, course unit outline, and training plan original for Home Economics Careers in. . .Child Care, Apparel and Accessories, Clothing Production and Services, Food Service, Home Furnishings, Floristry, Institutional and Home Management, Personal Services, Recreation and Physical Fitness, and Demonstrating. The appropriate training plan original lists references required for occupational areas in which no course of study is available.

The teacher-coordinator must develop lessons and unit tests in occupational areas for which no courses of study are available. The materials developed in these areas should follow the format used in the courses of study as closely as possible so that students in these areas will not feel discriminated against. If the lessons are developed carefully, they can be filed and duplicated for future use. A sample Lesson Sheet is shown in Figure 18, p. 56.

Supplementary Materials

Provide supplementary instructional materials for each occupational area in which students are employed. Additional books, pamphlets, periodicals, resource kits, and audiovisuals should be purchased as feasible for use in group and individualized instruction.

Sources offering ideas for instructional materials include reference lists, publication lists from the U.S. Office of Education and U.S. Government Printing Office, *Forecast, What's New in Home Economics, VocEd* (formerly *American Vocational Journal), Journal of Home Economics,* and trade journals. Additional suggestions may come from employers, advisory council members, and other teachers. Instructional materials developed for other areas may be adapted for use in Home Economics Cooperative Education. Additional materials are available from the Home Economics Instructional Materials Center.

FIGURE 14
SAMPLE LESSON FROM FOOD SERVICE COURSE OF STUDY

COLD FOOD WORK STATION

SUBJECT: Sandwiches

TASKS: 22. Follow standard procedures for preparing a variety of foods.
23. Evaluate the quality of foods prepared.

OBJECTIVES: When you finish this lesson, you should be able to
a. describe procedures for making sandwiches
b. identify characteristics of quality products.

REFERENCES: Cornelius, Ethelwyn G. *Food Service Careers.* Peoria, Illinois: Chas. A. Bennett Co., Inc., 1979. pp. 134-137.

Lewis, Dora S.; Peckham, Gladys C.; and Hovey, Helen S. *Family Meals and Hospitality.* New York, New York: Macmillan Publishing Co., Inc., 1972. pp. 127-132; 396.

The sandwich is one of the most popular menu items in America. Sandwiches are served hot or cold, with or without gravy or sauce. They may be open-faced, closed, grilled, rolled, or multi-layered. Sandwiches are made of regular or specialty breads and may be filled, spread, or covered with a variety of items from meats and cheeses to jams, jellies, and specialty spreads. They may be offered at intervals as an entree to add variety to cycle menus, or may be served as between-meal snacks.

Serving Sandwiches

Sandwiches may be cut in a variety of shapes. The cut sandwiches should be arranged attractively on the serving plate. Ways to cut sandwiches and arrange them in an eye-appealing manner are shown below.

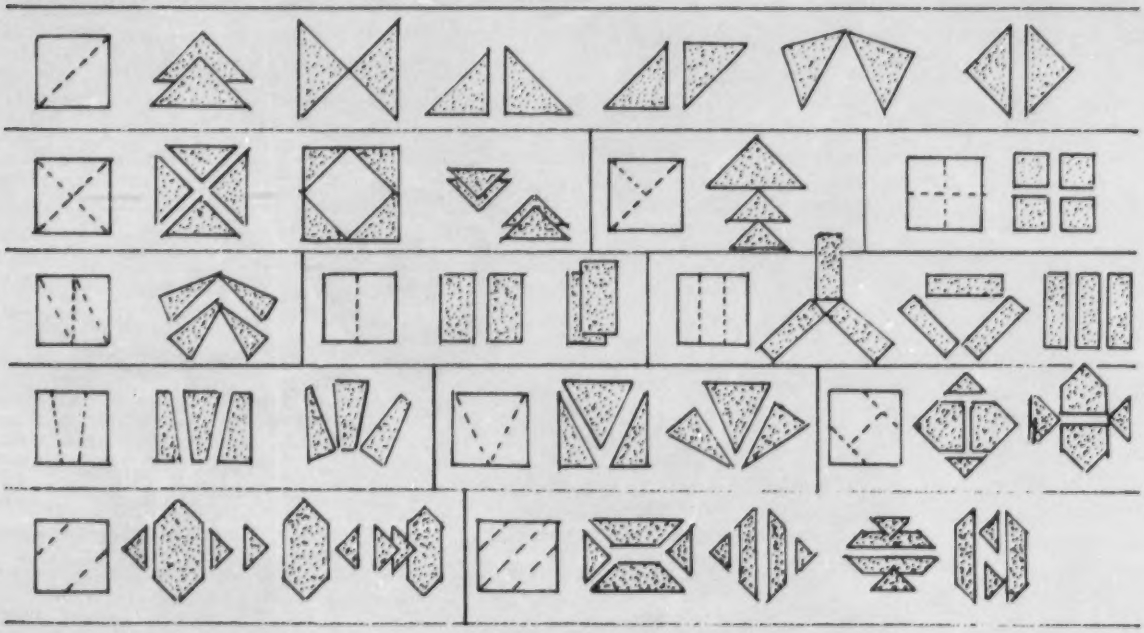

FIGURE 14 (Cont.)

QUESTIONS:

Connie is employed at a food service establishment. Her supervisor has assigned her to the sandwich-making area. Let's follow her through her first day's activities and see if you can answer her questions.

1. Before Connie started work, her supervisor gave her some hints about the quality expected. What would her supervisor have told her about the following?
   a. What should be included with sandwiches containing soft fillings?

   b. How much filling is a standard size portion for a sandwich?

   c. What suggestions might her supervisor have given her about spreading fillings in relation to the edge of the sandwich?

   d. What would the supervisor tell Connie about the cut edges of the sandwiches?

   e. What could be done to prevent the filling from soaking into the bread?

2. As Connie observed her co-worker spreading the filling on bread, she noticed the spreading motion used was _____.

3. After the sandwiches were made, Connie had the following questions.
   a. How high should she stack the sandwiches for cutting?

   b. What should she use to cover unwrapped sandwiches that need to be refrigerated for storing?

4. Connie's supervisor told her that it is very important that she use the amount of spread and filling specified. If more than the specified amount is used, there will not be enough ingredients for the required number of sandwiches. If not enough is used, the customer will be dissatisfied. Suppose Connie used 3½ T. of spread per sandwich instead of the 2 1/3 T. specified. Instead of being able to make 102 sandwiches per gallon of filling, she would be able to make only 73. If the sandwiches sold for $1.50 each, how much would the business lose?
   $_____.

5. a. What are party sandwiches?

   b. Draw and name three types of party sandwiches.

FIGURE 14 (Cont.)

6. How is a sandwich loaf made?

7. List the qualities of a good sandwich.
   a.
   b.
   c.
   d.
   e.

8. List the qualities of well-prepared toast for sandwiches.
   a.
   b.
   c.
   d.

9. What ingredients should *not* be frozen in sandwiches?
   a.
   b.
   c.
   d.
   e.
   f.

10. Sandwiches can be refrigerated for up to _____ hours at _____° F.

11. Sandwich fillings should not stand at room temperature for more than _____ hours.

ASSIGNMENT:

I. If you work in the sandwich area, write out the procedure you now use. What can you do to improve your work methods? Time yourself using the method you now use and then try your new plan. Report the results of your experiment to your teacher and to your training sponsor.

GROUP WORK:

I. View a filmstrip showing how to make and wrap sandwiches by hand or machine. Discuss the differences and similarities in the techniques shown in the filmstrip and those used at your training station.

II. Form small groups and prepare a demonstration for class showing how to prepare and wrap sandwiches in quantity. Be sure to point out ways to simplify and speed the preparation.

FIGURE 15
SAMPLE ANSWER SHEET FROM FOOD SERVICE COURSE OF STUDY

COLD FOOD WORK STATION

SUBJECT: Sandwiches

1. a. A crisp garnish
   b. 2 oz. or 3 T. of filling
   c. The filling should reach the edge of bread but should not spill over the edge.
   d. Edges should be cut evenly, not raggedly.
   e. Spread the bread with margarine or softened butter.

2. A two-stroke technique

3. a. No higher than three sandwiches
   b. A moisture-proof wrap paper

4. $43.50

5. a. Miniature garnished sandwiches in fancy shapes and assorted flavors
   b. (Any three shapes from p. 396 in the Lewis, Peckham, and Hovey reference)

6. Several spreads are placed on lengthwise slices of bread. The crusts are removed, and the loaf is frosted with softened cream cheese and then decorated.

7. a. Size and ingredients suited to the occasion
   b. Well-seasoned filling spread to the edges
   c. Firm-textured body
   d. Appetizing flavor
   e. Attractive garnishes and accompaniments

8. a. Crisp outside with a soft, dry center
   b. Uniformly golden brown color
   c. Piping hot temperature
   d. Crunchy texture

9. a. Hard-cooked egg
   b. Tomato
   c. Celery
   d. Lettuce
   e. Mayonnaise
   f. Salad dressing

10. 12; 40° F.

11. 3

FIGURE 16
SAMPLE FROM UNIT TEST FROM FOOD SERVICE COURSE OF STUDY

COLD FOOD WORK STATION

Select the letter of the phrase which correctly completes the statement. Place the letter in the blank next to the statement. Choose only *one* answer for each item.

_____ 1. Coffee that is allowed to stand for a long period of time or is reheated before serving will (1)
   a. acquire a bitter taste.
   b. have a richer flavor.
   c. have no change in flavor.
   d. have a watery taste.

_____ 2. To prepare coffee in a coffee urn, boiling water should be poured over the grounds with a (1)
   a. quick, up-and-down motion.
   b. quick, circular motion.
   c. steady, circular motion.
   d. slow, back-and-forth motion.

_____ 3. Coffee should be held at a serving temperature of (1)
   a. 145° F. (63° C.).
   b. 165° F. (74° C.).
   c. 185° F. (85° C.).
   d. none of the above.

_____ 4. Boiling tea causes it to become (1)
   a. clear.
   b. strong and bitter.
   c. milky in flavor.
   d. watery tasting.

_____ 5. Which of the following is *not* a characteristic of a quality chocolate beverage? (1)
   a. Well-blended with no sediment
   b. Consistency similar to coffee or tea
   c. A rich, chocolate flavor
   d. A light to darker brown color

_____ 6. Sustagen is (1)
   a. an ingredient used in milkshakes and malts.
   b. the substance which gives coffee a bitter taste.
   c. a nourishment given orally or by tube to patients.
   d. a type of tea made from semi-fermented and cured leaves.

FIGURE 17
SAMPLE TEST ANSWER KEY FROM FOOD SERVICE COURSE OF STUDY

UNIT VIII

1. A	21. A	41. E
2. B	22. A	42. C
3. C	23. A	43. B
4. C	24. B	44. D
5. B	25. A	45. A
6. A	26. B	
7. A	27. E	
8. A	28. I	
9. C	29. F	
10. B	30. H	
11. A	31. D	
12. C	32. G	
13. B	33. C	
14. D	34. B	
15. B	35. A	
16. D	36. D	
17. A	37. E	
18. A	38. A	
19. A	39. C	
20. B	40. B	

UNIT IX

1. A	21. C
2. C	22. A
3. C	23. A
4. B	24. C
5. B	25. B
6. C	
7. C	
8. D	
9. A	
10. C	
11. D	
12. C	
13. B	
14. D	
15. D	
16. A	
17. A	
18. D	
19. D	
20. B	

FIGURE 18

LESSON SHEET
(For occupational areas with course of study)
Home Economics Cooperative Education

UNIT #_____
UNIT TITLE _____

SUBJECT:

TASKS:

OBJECTIVES: When you finish this lesson, you should be able to:

REFERENCES:

QUESTIONS:

ASSIGNMENT:

GROUP WORK:

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CHAPTER XIX

COORDINATION ACTIVITIES

Coordination activities are an important part of the teacher-coordinator's schedule. Coordination activities include all activities involved in coordinating the various aspects of Home Economics Cooperative Education. Coordination time is used to visit training stations, participate in advisory council meetings, evaluate students' progress, and have conferences with students. Coordination time is needed for planning individualized instruction, group instruction, and FHA/HERO activities.

Coordination Schedule

A well-planned schedule enables the teacher-coordinator to make efficient use of coordination time. The schedule of planned daily activities may be prepared weekly. Student Location Cards, which provide employers' phone numbers and students' class and job schedules, are a valuable aid in planning a weekly schedule. A sample Student Location Card is shown in Figure 19, p. 60.

A copy of the weekly schedule should be provided to school personnel as a record of the teacher-coordinator's activities. The weekly schedule helps to interpret the scope and value of coordination activities to the school administration. It also enables school personnel to locate the teacher quickly in the event an emergency occurs.

Planning Visits to Training Stations

Training station visits and contacts with employers or training sponsors are a valuable part of Home Economics Cooperative Education for many reasons. Contact each training station as needed, every two or three weeks if possible. This enables the teacher-coordinator to keep informed of tasks assigned to the student, to visit with the training sponsor at the training station, and to discuss any problems or difficulties before they become serious.

Some of the objectives for visits with the employer or training sponsor are:

1. To detect any problems that might develop before the situation becomes serious
2. To become familiar with the policies, rules, and working conditions at each training station
3. To ensure that the class instruction is closely related to job training
4. To learn the terms and procedures used in the occupation
5. To discuss opportunities for the rotation of tasks performed by the student
6. To discover new possibilities for training stations
7. To discuss the progress of the student and areas where the student needs to improve
8. To check that agreements made on the training plan are being followed in terms of experiences, wages, and hours
9. To secure a rating of the student once during each grading period
10. To obtain sources for instructional materials, or to determine occupational information needed by the student
11. To express appreciation for the help given to the student during the training period.

Visiting Training Stations

Once the objectives for the visit are identified, the teacher-coordinator makes an appointment to visit the training station. Ordinarily, teacher-coordinators telephone the employer or supervisor and request permission to visit. Even though some employers might not require this procedure, it is a good practice to follow. Before making the visit the teacher-coordinator takes time to outline the purposes of each visit and gather materials needed.

During a visit to the training station, the teacher-coordinator spends a limited amount of time, if any, with the student in order not to interfere with the training activities. However, some objectives for observing the student at the training station are:

1. To become acquainted with the student's current job assignments
2. To observe strengths and weaknesses of the student in the particular job
3. To determine class assignments related to the student's present job assignment
4. To observe the student's abilities as a basis for working with the student.

Some do's and don'ts to follow when visiting the training station include:

DO:

1. Be well-groomed and properly prepared for the visit.
2. Be alert. Observe what is going on without appearing to "snoop."
3. Know the names of persons at each training station.
4. Be friendly with everyone without being too familiar.
5. Express appreciation to persons at the training station for the training given to the student.
6. Show an interest in the work in progress.
7. Ask specific questions regarding the student's progress.
8. Be quick to sense the employer's desire to terminate a conference.
9. Take notes (after leaving) on items which may be used for a conference with the student or for study assignments.

DON'T:

1. Call attention to errors, bad practices, or unsafe conditions while visiting the student. Do so in private conferences.
2. Try to demonstrate to a student how to do an assigned job.
3. Pose as an expert or authority on any matter concerning the work in progress.
4. Visit the training station without an appointment.
5. Interrupt or interfere with a student's work.
6. Appear to be loafing or just "passing the time."

After the teacher-coordinator leaves the training station, information obtained during the visit can be recorded. Such records may be informal, but they are useful for planning class activities and for preparing the monthly travel report. A calendar is a good aid for recording information related to daily visits and activities. It is useful in completing the travel report at the end of the month.

Employer's Periodic Rating

Securing the employer's periodic ratings on students at the end of each grading period is an important coordination activity. A suggested form for this report is shown in Figure 20, p. 61. The teacher may either mail or send the form to the employer two weeks before it is needed; however, there is an advantage in taking the form to the employer during a coordination visit. In this event, the form may be completed while the teacher-coordinator is present, thereby providing an opportunity for the employer and teacher-coordinator to discuss the strong points of the student and the areas which need improvement. The teacher-coordinator may want to take a previous rating sheet as a basis for comparison in determining the student's progress.

Some employers rate students higher than their progress warrants. When possible, the teacher-coordinator helps the employer understand that high ratings, especially in the beginning, limit the student's incentive to improve. The coordinator's rating and the evaluation of the student's class work are considered in determining the final grade for the student.

FIGURE 19
STUDENT LOCATION CARD

Name _____ Classification _____
Locker No. _____
Social Security No. _____ Phone No. _____
Age _____
Address _____ Date of Birth _____

Date Enrolled _____ Date Employed _____ Wage _____

Place of Employment _____
Address _____ Business Phone _____
Supervisor _____ Home Phone _____

Mileage from school to place of employment _____

Parent's or Responsible Person's Name _____
Address _____ Phone No. _____
Place of Employment _____

(Front)

Schedule for _____ Semester, 19___

Period	Subject	Room	Teacher
0			
1			
2			
3			
4			
5			
6			

Work Hours _____

(Back)

FIGURE 20

EMPLOYER'S PERIODIC RATING
FOR HOME ECONOMICS COOPERATIVE EDUCATION

Student _____ Date _____

Training Station _____ Rated by _____

DIRECTIONS: For each of the factors in the left-hand column, please circle one of the numbers (1 through 5) which you think most nearly indicates the student's performance for the past six weeks.

Factors	Unsatis-factory	Needs Improvement	Good	Very Good	Out-standing
1. Attendance	1	2	3	4	5
2. Punctuality	1	2	3	4	5
3. Appearance	1	2	3	4	5
4. Manners and Tact	1	2	3	4	5
5. Attitude	1	2	3	4	5
6. Cooperation	1	2	3	4	5
7. Dependability	1	2	3	4	5
8. Initiative	1	2	3	4	5
9. Adaptability	1	2	3	4	5
10. Judgment	1	2	3	4	5
11. Communication	1	2	3	4	5
12. Quantity of Work	1	2	3	4	5
13. Quality of Work	1	2	3	4	5
14. Work Habits	1	2	3	4	5
15. Progress	1	2	3	4	5

REMARKS:

CHAPTER XX

PUBLICITY

The purpose of publicity is to acquaint the public with the aims and objectives of Home Economics Cooperative Education. A well-planned publicity program informs students, parents, and employers about the establishment or continuance of HECE prior to the beginning of the school year. Publicity throughout the school year helps to maintain interest in HECE and further explain it to the public. Publicity also may interest other students and employers in future involvement in the course.

A variety of means can be used to publicize HECE. Newspaper articles, radio and TV "spot" announcements, talks before civic clubs and PTA organizations, letters, school news media, and personal contacts may be used. Points about Home Economics Cooperative Education that may be emphasized in talks and personal contacts include the following:

Advantages to the *school and community:*

1. Provides vocational training without the expense of purchasing the equipment used in the various occupations.
2. Helps meet the needs for trained employees in the community.
3. Provides an opportunity for students who do not wish to continue their education beyond high school to receive job training.

Advantages to the *student:*

1. Provides an opportunity to determine whether or not the student is interested in a particular occupation.
2. Provides an opportunity to receive vocational training while completing requirements for a high school diploma.
3. Provides some assurance of full-time employment after graduation to the student in an area of interest.
4. Provides job training under actual working conditions.
5. Provides technical information at the time the skills are being learned.
6. Gives valuable work experience before high school graduation.
7. Enables student to finance further training or education.

Advantages to the *employer:*

1. Provides more occupational training than an employer would ordinarily have the time to give.
2. Makes available full-time employees who have been trained in the establishment.
3. Offers opportunities to participate in an educational program of benefit to the community.

Working With News Media

Some news media prefer to receive news items in the form of a news article; others in the form of a news release or fact sheet. Sample newspaper articles are shown in Figure 21, p. 65. When writing news articles, remember that the opening paragraph is most important. Many readers do not read further than the opening paragraph, so "Who? What? Why? When? and Where?" are answered in the first sentences. Remember to keep sentences and paragraphs in news articles short. Names are

important; include a number of names in the article, but be sure that all names are spelled correctly. Make sure facts, dates, times, and places are correct. Explain terms which may not be familiar to everyone the first time the term is used; do not use an abbreviation without explanation. For example, the first reference to HECE should be Home Economics Cooperative Education (HECE). Photographs attract reader interest; use them whenever possible.

The following mechanical tips will help in working with the press, but check with your local media to learn the form they prefer. (1) Start typing the story about a third of the way down from the top of the page. Keep any information about the source of the story to a minimum and place such information in the upper right-hand corner. (2) Double-space the copy. (3) If the story is more than one page long, place and circle the word "more" at the bottom of each page to be continued. (4) Do not split a paragraph between two pages. If there is not space to complete the paragraph, start it on the next page. (5) At the end of the story, write the number "30" and circle it. This symbol tells the editor that the story ends here.

Get to know the newspaper editors, and radio and television station managers in your area. Learn how each prefers to work with you. Find out whether you will work through an editor or a reporter; find out about deadlines; find out the times each day when the personnel are busy and prefer not to be bothered; find out what form to use in providing information, whether a fact sheet or a written story would be preferred. Submit stories before the deadlines; stories turned in too far in advance or too late may not be published or aired.

Feature or "spot" stories throughout the year might be written about the employer-employee appreciation event; students' views and reactions to their jobs; the awarding of the annual training certificates; interviews with employers and students at the training station, including photographs when possible; interesting follow-up data on students; and the presentation of recognition certificates to the training stations and advisory council members. Local newspapers and stations are usually interested in receiving information about educational programs. The public is interested in its schools and enjoys reading and hearing about the achievements of young people in the community.

Taking Quality Pictures

Quality slides and pictures are an outstanding way to publicize your course. Black-and-white photographs are generally preferred for news articles. Before taking any pictures, learn to operate and care for your camera properly. Learn to compose each picture carefully. The following hints make taking quality pictures a snap:

1. Decide exactly what you want in the picture. Subjects should:
   be involved in action, not posed
   be absorbed in activity, not looking into the camera
   have facial expressions suited to the activity
   be properly dressed for the activity and occupation.

2. Keep it simple. No picture needs more than one subject. Don't include too much in the picture. Be aware of what is in the background.

3. Get close enough to the subject to eliminate unwanted background.

4. Find the best angle for the picture. The position from which you see the subject is often as important as the subject itself. You don't have to stand right in front of the subject.

5. Balance large and small objects in the picture.

6. Pay attention to the effect of lines in the picture. Remember that lines have different meanings. Don't let a line cut the picture in half. The skyline or horizon in the picture should fall about 1/3 from the top or bottom. Avoid having a line parallel to the side of the picture.

7. Don't place the main subject at dead center or near the outside edges of the picture.

8. If necessary, turn the camera on end to take vertical pictures. Vertical pictures are best if the subject is taller than wide (for example, one or two persons standing, or a tall building). Horizontal pictures are best if the subject is wider than it is tall (for example, a group of persons or a one- or two-story building.)

9. Action shots are preferable to posed pictures. Take several pictures in sequence to show the progress of activity. Decide whether you want to stop the motion or emphasize the motion. Freeze the action by taking the picture at the peak of action. For example, snap the shutter just as the cafeteria worker grasps the roll with the tongs, or while the child is in the air jumping a puddle. Action may be stopped by moving the camera in the direction of the action. For example, to capture a child care employee leading a running game which will pass in front of you, move the camera in the direction the children are running and at a speed which will keep them in view; then snap the picture. If you want to emphasize the motion, hold the camera still.

Using Other Publicity Techniques

Other means of publicizing HECE include articles in the school paper, bulletin board or window displays, a page in the school yearbook, and school assembly programs. These means are especially effective for reaching prospective students.

Letters to prospective students and selected businesspersons have a personal touch not characteristic of other forms of publicity. Letters to businesspersons may be more effective if signed by the superintendent.

Additional suggestions for publicity include using business cards, leaving descriptive HECE brochures in the school administration offices and in businesses, and doing radio and television programs. Sample business cards are included in Figure 22, p. 66.

Some guidelines to observe when planning the publicity program are:

1. to secure the approval of the superintendent or the school publicity director for the entire publicity program, or for each publicity item as it is released.
2. to publicize what has been done more than what is planned to be done.
3. to give due credit to all people involved.

One of the most essential elements in a publicity program is *timing.* A chart similar to the one shown in Figure 23, p. 67. lists the types of publicity planned and the times when they would be most effective. This might be helpful in organizing the publicity program.

FIGURE 21

SAMPLE NEWSPAPER ARTICLES

NEW VOCATIONAL PROGRAM OFFERED IN HIGH SCHOOL

Students at Blake High School will have the opportunity this year to take part in a course which mixes classroom education and on-the-job training in a variety of occupations.

Classes in Home Economics Cooperative Education have been added to the curriculum for junior and senior students, R.N. Pearson, superintendent of schools, announced.

Superintendent Pearson said that practical work experience will be provided for students through part-time employment at cooperating businesses within the city.

Occupational areas included in the course are care and guidance of children; clothing management, production, and services; food management, production, and services; home furnishings, equipment, and supplies; institutional and home management and supportive services; and others.

The course is set up for one or two years and carries six credits each year, Jane Williams, teacher-coordinator, said. Students will receive pay comparable to that paid beginning workers in the same occupations.

"The addition of this type of course will do much to provide the youth of Anytown with a well-rounded education that will fulfill the need for practical and useful training," said Williams.

Williams said it was hoped that the course will enable a large portion of our students who desire to become occupationally competent to enter full-time employment upon graduation from high school.

Pearson said that an advisory council of local businesspeople will be established to assist Williams with the course.

Williams will be responsible for the selection and placement of students, and will coordinate the classroom and job experiences.

ADVISORY COUNCIL NAMED

Six local citizens have been selected to serve in an advisory capacity to Home Economics Cooperative Education for the current school year at Blake High School.

Named to the advisory council were Dorothy Joiner, home service representative at the Cattleman's Utility Company; Marie C. Duncan, head dietitian at Northeast General Hospital; Colin G. Whatley, director of Brook's Day Nursery; Ann Smith, Rawls' Ready-to-Wear owner; Art Cantrell, manager of the Circle Inn Motel; and Jack R. Banks, manager of the Chamber of Commerce.

Superintendent of Schools, R.N. Pearson, who also will serve on this council, announced the names of the advisors.

Students in the course receive on-the-job training in home economics-related occupations.

Pearson said that the advisory council will make recommendations for improvement of the program, will aid in publicizing and promoting the plans, will help select training stations, will assist in evaluation of the course, and will provide general advice as needed.

Ruth Duncan is the teacher-coordinator for the course.

FIGURE 22

SAMPLE BUSINESS CARDS

MARTHA SMITH
TEACHER · COORDINATOR
HOME ECONOMICS COOPERATIVE EDUCATION
PRESIDENT HIGH SCHOOL
5000 SOUTH CONGRESS

SCHOOL
461-8235

RESIDENCE
463-2111

HOME ECONOMICS COOPERATIVE EDUCATION

Leslie K. Roberts

TEACHER · COORDINATOR

BELLING HIGH SCHOOL
731 YARBROUGH
ANYWHERE, TEXAS 70000

BUS. 765-4123
RES. 765-1203

Home Economics Cooperative Education

JOHN JONES
TEACHER · COORDINATOR

TEXAS SENIOR HIGH SCHOOL
SOMEWHERE, TEXAS 78000

SCHOOL PHONE
523-0461

HOME PHONE

Superior Vocational School
Route 2, Town, Texas 76543

Mrs. Joan Arnold
Home Economics Cooperative Education

School Phone
621-0763

Residence Phone
623-5420

FIGURE 23

PUBLICITY CHART

Publicity Chart	Before school opening	At school opening	Each semester	Once during year	At end of school
Newspaper articles	X	X	X		X
School publications			X		
School assembly program				X	
Talks to civic clubs	X		X		
FHA/HERO activites			X		
Talks to parent-teacher groups				X	
Interpret program to homemaking teachers and students				X	
Open house				X	
School exhibits and posters		X	X		
School public address system				X	
Free radio and television time				X	
Section in school yearbook				X	
Letters to students and parents	X				
Employer-employee appreciation event				X	
Letters of appreciation to employers and parents					X
Appreciation certificates to employers and advisory council members				X	
Pictures		X	X		
Slide shows				X	

CHAPTER XXI

FUTURE HOMEMAKERS OF AMERICA/ HOME ECONOMICS RELATED OCCUPATIONS (FHA/HERO)

Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) is the national vocational education organization for students in all Vocational Home Economics Education offerings. The organization is a part of Vocational Home Economics Education in Texas and is sponsored by the Texas Education Agency. The overall goal of the FHA/HERO organization is to assist youth to assume their roles in society through homemaking education in areas of personal growth, family life, vocational preparation, and community involvement.

Purposes

The following purposes of FHA/HERO have significant meaning for all aspects of Home Economics and for all FHA members.

1. To provide opportunities for self-development and preparation for family and community living, and for employment.
2. To strengthen the function of the family as a basic unit of society.
3. To encourage democracy through cooperative action in the home and community.
4. To encourage individual and group involvement in helping achieve world-wide brotherhood.
5. To institute programs promoting greater understanding between youth and adults.
6. To provide opportunities for decision-making, and for assuming responsibility.
7. To become aware of the multiple roles of men and women in today's society.
8. To develop interest in home economics, home economics careers, and related occupations.

Organization

The HECE teacher-coordinator serves as the advisor of the chapter. The advisor uses the FHA/HERO structure to give students leadership experiences in planning and directing their own activities that in turn give the HECE class learning experiences more meaning. The set of Chapter Guides available from Future Homemakers of America is essential in organizing an effective FHA/HERO chapter.

FHA/HERO serves members' needs in both Consumer and Homemaking Education and Occupational Home Economics Education offerings. A chapter may be organized to serve all Vocational Home Economics Education students or separate chapters may be organized for each offering. However, only one chapter per teacher can be affiliated. For Home Economics Cooperative Education, a class unit method of organization, one chapter per class, is recommended. Meetings can be held during the HECE class period. This organizational pattern helps to make FHA/HERO an integral part of the total Vocational Home Economics Education program with maximum student involvement.

When Home Economics Cooperative Education is a full unit, a separate FHA/HERO chapter is recommended. The class unit organization, however, is effective for individual classes because it provides an opportunity for more students to assume leadership, and all students to become actively involved as participants. Regardless of the organizational pattern chosen, FHA/HERO members should identify and cooperate with other FHA/HERO chapters in the school district and should participate in area and state FHA/HERO activities.

Management

FHA/HERO activities should be considered part of the total planning as the teacher/advisor organizes time and content of Vocational Home Economics Education. The following guides are suggested for both planning and evaluating a quality FHA/HERO chapter.

FHA/HERO experiences help members

- understand themselves and how they relate to others
- improve home and family life
- prepare for community living as a responsible citizen
- select a job or career
- practice the democratic way of living
- increase skills for employment
- turn interest into action
- direct their own thoughts and actions
- gain experience to help them adjust to the everyday world
- learn how to identify and solve problems

As part of the total Vocational Home Economics Education, FHA/HERO

- increases family knowledge and support of school activities
- improves attitudes of students toward school and learning
- generates enthusiasm
- carries out the school's purpose of preparing employable citizens
- increases school/business relationships
- involves students in decision-making for their own learning
- provides home economics teachers with an exciting teaching tool to motivate students, improve attitudes, and provide new learning experiences
- makes school relevant to life, and life relevant to school

FHA/HERO chapter service activities and projects

- put the community on the map in national publications
- increase the dignity of the occupation of homemaking
- promote the family as the basic unit of society and teach skills which encourage stable family life
- prepare youth for careers
- develop pride in the family and the occupation
- help young people develop self-confidence
- produce citizens aware of the constructive use of leisure time
- increase student participation in civic developments
- help tie school and community together

Publications

FHA/HERO publications which are essential for the teacher/advisor's reference are:

1. *Encounter, Personal Growth Though Future Homemakers of America*
2. *Program Action Impact*
3. *HERO Chapter, Basics of Organizing*
4. *Chapter Guides: Section 1, Bylaws*
5. *Section 2, Facts 'n' Figures*
6. *Section 3, Traditions*
7. *Section 4, Public Relations*
8. *Section 5, Chapter Management/Advisers*
9. *Section 6, Chapter Management/Members*
10. *Section 7, Techniques*

These and other helpful publications may be ordered from:

Future Homemakers of America
National FHA/HERO Headquarters
2010 Massachusetts Avenue NW
Washington, D.C. 20036

Affiliation Materials

A packet of affiliation materials will be sent from the state advisor early in the school year. Affiliated chapters receive *Teen Times*, the official national FHA/HERO magazine, and the *Future Homemaker*, the official publication of Texas Association, Future Homemakers of America.

For additional information contact:

State Advisor
Future Homemakers of America
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

CHAPTER XXII

END-OF-YEAR ACTIVITIES

End-of-year activities include evaluating the program and offering appreciation for cooperation between students, employees, parents, teachers, and the school administration. One way to accomplish this is through an appreciation event.

Employer-Employee Appreciation Event

Cooperation between the school and the employers in the community is essential. For this reason, employers should be recognized publicly and thanked for the important role they play. The appreciation event, properly planned and carried out, can provide an important link between the school and the community. Other benefits of the appreciation event include:

1. Providing the students with an opportunity to express their appreciation to their employers, their teachers, their parents, and their school administrators.
2. Providing the students with an opportunity to relate to their employers on a social basis.
3. Providing the students with an opportunity to plan a social event.
4. Developing understanding between employers, teachers, school administrators, parents, and students.
5. Providing an opportunity for publicizing HECE.
6. Recognizing the advisory council.

The type of appreciation event could range from a simple reception to an elaborate banquet. Many school systems prefer a dinner banquet event because employers and students may have more free time in the evening. However, luncheons, receptions, coffees, teas, or breakfasts may be more appropriate in some situations. A careful examination of your school and community will indicate the most appropriate type of appreciation event. Although appreciation events could be held at any time of the year, most teacher-coordinators prefer to hold theirs in the spring.

The teacher-coordinator's role, as advisor in the planning and executing of the event, requires finding a balance between letting the students "do their own thing," and providing them with too much assistance. Planning for and carrying out such an event provides the student with additional training in skills and responsibilities. However, the teacher-coordinator needs to be available for assistance. School administrators may also wish to have some input into the planning. Advisory council members may have some important suggestions. Early planning and flexibility contribute to the success of the event. Remember that doing something "the way it's always been done" may not be the best way this year.

Involve every student with the planning and preparation of the event. Dividing the responsibilities among committees is a good way to organize. Some possible committees are arrangements, invitations, program, decorations, publicity, entertainment, reception, finance, recognition and awards, and clean-up.

Follow-up and Evaluation

Appreciation does not end when the event is over. Thank you letters may be written to all persons who performed some service for the event. Form letters are not appropriate; personal notes written by the students are more appropriate. Perhaps a separate committee could be set up for this purpose.

One year's event is hardly over before the planning for the next one must begin. Following the event with an evaluation is the first step in planning successfully for the next year. Methods of evaluation might include:

1. Class discussions as a valuable source of information.
2. Advisory council members' opinions and suggestions.
3. Committee log of progress throughout the year with a summary of problems and suggestions.

Appreciation Letter to Training Station

Each student should write letters of appreciation to the training sponsor at the close of the year. The teacher-coordinator should write a letter of appreciation to each employer and express a desire for continuing to use the establishment as a training station for another year. An example is shown in Figure 24, p. 74.

Certificates of Appreciation

Certificates may be awarded to employers and to advisory council members who have participated in Home Economics Cooperative Education for a minimum of one year. Certificates may be purchased from:

Home Economics Instructional Materials Center
P.O. Box 4067
Texas Tech University
Lubbock, Texas 79409
(806) 742-3028

Student Training Certificates

Training certificates are awarded to students who have completed the requirements for training in Home Economics Cooperative Education. The certificates may be presented at the annual employer-employee appreciation event if it is held near the end of the school year; or the presentation may be made at the school commencement exercises. Certificates may be purchased from the Home Economics Instructional Materials Center at the address above.

Check Sheet for End of the School Year

Complete and accurate records of activities and plans must be filed at the end of the year. If a teacher-coordinator is leaving the school, it is especially important that a record of past activities and future plans be filed for the incoming teacher-coordinator to review.

Some of the items to be kept on file are:

- Advisory council minutes
- Class rolls
- Correspondence
- List of equipment and supply needs
- Need for repairs
- Training plans
- Reports
- Budgets and financial records
- Proposed budget
- FHA/HERO plans
- Follow-up information
- Inventory of classroom equipment
- Inventory of courses of study
- Inventory of reference books
- Permanent record cards
- Prospective student list
- Prospective employer list
- Student applications (new)
- Students' permanent folders
- Plans for coming year

FIGURE 24

LETTER OF APPRECIATION TO TRAINING SPONSOR
(School Letterhead)

(Date)

(Inside Address)

Dear :

On behalf of ***(Name of School)***, I would like to express our appreciation for your participation in Home Economics Cooperative Education during the past school year. The educational opportunities provided ***(Name of Student)*** have been a valuable learning process for the student. The results of this experience will continue to be of value to ***(Name of Student)*** in the years to come. Your cooperation as a training sponsor has been a service both to the school and to the community.

I am looking forward to working with you another year.

Sincerely,

(Name of Teacher-Coordinator)
Teacher-Coordinator

CHAPTER XXIII

CHECK SHEET FOR HOME ECONOMICS COOPERATIVE EDUCATION

The following check sheet is a list of duties and activities of the Home Economics Cooperative Education teacher-coordinator. Checking the activities as they are accomplished may be helpful as the teacher-coordinator initiates and conducts the cooperative education course.

The check sheet should aid the teacher-coordinator in evaluating progress in carrying out the course and in planning for further improvement.

Check Sheet

- ☐ Discuss plans for course with school administrators, including superintendent, principal, vocational administrator, and counselors.
- ☐ Plan publicity for interpreting Home Economics Cooperative Education to students, employers, and the community.
- ☐ Organize advisory council.
- ☐ Meet with advisory council.
- ☐ Interview and select students.
- ☐ Select training stations.
- ☐ Set up classroom facilities.
- ☐ Develop filing system.
- ☐ Use job analyses and training plan masters as a basis for working with employers.
- ☐ Secure study guides for individual students.
- ☐ Develop study assignments for students employed in occupational areas for which study guides are not available.
- ☐ Work with other homemaking teachers on campus to complete planning portion of the Planning and Evaluation Summary.
- ☐ Complete and mail two copies of an individualized training plan for each student to the area consultant not later than three weeks after the student enters the course or changes jobs.
- ☐ Collect instructional materials and references for use by students.
- ☐ Make individual student assignments which are related to the student's job.
- ☐ Develop lesson plans for group instruction on attitudes and abilities of successful employees, interpersonal relationships on the job, and other topics related to orientation to the world of work.

- ☐ Check student progress in class and on the job.
- ☐ Visit training stations and confer with training sponsors and employers.
- ☐ Publicize HECE activities.
- ☐ Sponsor the FHA/HERO organization.
- ☐ Continue to secure references and instructional materials.
- ☐ Plan employer-employee appreciation event.
- ☐ Interview prospective students and employers.
- ☐ Develop a plan for maintaining permanent records on students.
- ☐ Work with other homemaking teachers on campus to complete the evaluation portion of the Planning and Evaluation Summary and mail to the area consultant so it arrives before the due date of June 15.